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ABSTRACT

Presented are the papers resulting from the efforts of six task forces at the National Conference of Senior Officials to Consider UNESCO recommendations on Physical Education and Sport. Task Forces 1,2, and 3 centered on the responsibilities and opportunities for strengthening physical education and sports programs and were primarily directed to officials and leaders in the federal government and at the national level, at the state government level, and in local communities. Task Force 4 dealt with the responsibilities and opportunities of professional leaders in health, physical education, recreation, sports, and other youth work in order to improve programs both in and out of school. Task Forces 5 and 6 were concerned with recommendations to meet the needs of handicapped and inner city youth. The conference agenda and a list of the sponsoring and cooperating agencies are included. (Authors/LH)

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National Conference of Senior Officials to Consider UNESCO Recommendations on Physical Education and Sport

Report

U.S. Department of
Health, Education, and Welfare
Office of Education

ED186402

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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SP015957

November 9, 1977

Welcome to our Capital City and to the National Conference of Senior Officials on Physical Education and Sport.

It is fitting that this event should occur during American Education Week. Our emphasis on education for all must also embrace the education of the whole person. Physical vitality is a force that gives greater joy to life and new life to the lessons learned in the laboratory and the classroom.

The Unesco Conference in Paris has highlighted the worldwide concern about the quality of physical education and sport programs. We in the United States must take care that sport does not become an entertainment for the many performed by the few, and that it is, instead, an experience that can be actively shared by all.

It has been said that a nation is the mirror of its people. Let's all work together to make certain that America's face shines forth with a strong, healthy glow!

You have my very best wishes for a successful conference.

REPORT OF THE
NATIONAL CONFERENCE OF SENIOR OFFICIALS TO CONSIDER UNESCO RECOMMENDATIONS ON PHYSICAL EDUCATION AND SPORT

Held in
Washington, D. C.
November 16-18, 1977

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Joseph A. Califano, Jr., Secretary
Mary Berry, Assistant Secretary for Education
Office of Education
Ernest L. Boyer, Commissioner

Sponsors

U.S. Department of Health, Education, and Welfare
  Office of the Assistant Secretary for Education
  Office of Education
U.S. Department of State
President's Council on Physical Fitness and Sports
American Alliance for Health, Physical Education and Recreation
Society of State Directors of Health, Physical Education and Recreation
National Association for Sport and Physical Education
National Association for Girls and Women in Sport
American Council on International Sport
International Council on Health, Physical Education and Recreation

Cooperating Organizations

National Council of Chief State School Officers
American Association of School Administrators
National School Boards Association
National Association of State Boards of Education
National Association of Elementary School Principals
National Association of Secondary School Principals
National Congress of Parents and Teachers
Council of City and County Directors of Health, Physical Education and Recreation
Council on American Private Education
The Council of the Great City Schools

U.S. Government Printing Office
Washington: 1978

Foreword

Sport and physical education have, in one form or another, been important elements in the life and growth of every society. Each culture has developed its own sports forms and organizational patterns. There are in every country elements in its sports and educational practices which, if disseminated, could enhance programs in other parts of the world. Yet the exchanges of knowledge and experiences in these areas have been too few and far between.

These were among the considerations that prompted the United Nations Educational, Scientific and Cultural Organization (Unesco) to convene the *First International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport*. This conference was held in Paris, France April 5-10, 1976.

The United States Department of State accepted the invitation of the Director General, Unesco, to participate. The Office of Education cooperated in making various arrangements for U.S. representation and in preparing position papers and background reports. The United States sent an official delegation of eight persons, headed by the Executive Deputy Commissioner of Education.

A careful preparation and meticulous organization characterized this conference. The Unesco Secretariat and participating Member States assembled and synthesized preconference working papers. Problems and trends were identified and the current status of physical education and sport reported. The conference emphasized as a central theme "the role of physical education and sport in the education of youth in the context of lifelong education."

The Conference was attended by the delegations of 101 Member States and Associate Members. Also present were observers from one Non-Member State, three intergovernmental organizations and 16 international nongovernmental organizations. Over 300 delegates, many of ministerial rank, developed 14 major recommendations, each with a number of subdivisions. The delegates declared that physical education and sport are essential and constituent parts of education, contributing significantly to the complete and harmonious development of each person and to his/her functioning as a responsible member of society. The delegates agreed to bring back to their countrymen the message and the inspiration gained at the conference and to involve them in a renewed effort to provide high-quality programs of physical education and sport for all children and youth, and to promote lifelong participation in sport and physical activities by adults.

The National Conference

The U.S. Office of Education undertook responsibility for helping to fulfill the Unesco conference commitment. The Office enlisted the assistance of the American Alliance for Health, Physical Education and Recreation, in initiating the *National Conference of Senior Officials to Consider Unesco Recommendations on Physical Education and Sport*, which was held in the facilities of the Department of Health, Education, and Welfare, Washington, D.C., on November 16-18, 1977.

Sponsors and cooperating organizations are listed on page ii. Almost 200 participants included individuals, who were invited jointly by the Assistant Secretary for Education and the U.S. Commissioner of Education from lists furnished by the sponsors and cooperating organizations, and other interested professionals.

Purposes of the National Conference

1. To inform government officials, educational leaders and concerned citizens about the content, findings and recommendations of the Unesco Conference on Physical Education and Sport, held in Paris, April 5-10, 1976.
2. To analyze and discuss the Unesco findings and to prepare specific recommendations for appropriate action by national, State and local agencies, organizations, institutions and individuals in the United States.
3. To concentrate efforts on extending and improving programs of physical education and sports for all children and youth of school age.
4. To give particular attention to recommendations for physical education and sports pro-

grams that meet the special needs of specific target groups, e.g. children and youth in inner city schools, girls and women, the handicapped and the culturally deprived.

5. To identify and encourage the development of innovative and exemplary practices and projects in physical education and sports programs at all levels.

6. To build upon the interest in physical education and sport generated by the Unesco Conference, and to strive to promote a lifelong concern for physical activity among all people.

7. To foster the cooperative involvement of all appropriate agencies, organizations, institutions and individuals in efforts to advance these programs.

Focus of the Conference

The conference was concerned primarily with the marshalling of administrative and public support and the provision of adequate resources for installing and advancing high-quality programs. It did not deal with specific curriculum content or methodologies of teaching or coaching.

The development and utilization of sport for lifelong participation was given important emphasis. However, neither elite competitive programs, in or out of school, nor problems and administrative practices which attend highly-organized national or international competition were dealt with directly.

Task Forces

Six task forces were organized to prepare informative and provocative papers which served to give direction to the scheduled workshop sessions. Task Forces #1, #2 and #3 centered on the responsibilities and opportunities for strengthening physical education and sports programs and were primarily directed to officials and leaders, respectively: (1) in the Federal Government and at the National level; (2) at the State level; and (3) in local communities. Task Force #4 dealt with the responsibilities and opportunities of professional leaders in health, physical education, sport, recreation and other youth work to improve both school and out of school programs. Task Forces #5 and #6 were concerned with recommendations to meet the needs, respectively, of handicapped and inner-city youth.

Much of the credit for a successful conference belongs to the dedicated efforts of the Task Forces. They provided basic information, formulated provocative questions, and prepared suggested recommendations. The Task Force papers gave direction and scope to the discussions.

The Program

The format of the program was basically traditional. Films were shown to prepare the audience for the task. The first general session was addressed generally to the importance of the conference goals and bridged the gap between the Paris conference and the National Conference.

In the second general session, the first speaker provided important physiological principles which emphasized the fitness aspect of physical education and sport. The second speaker presented, in a comprehensive slide review, activities which can be found in programs of sport and physical education.

In the third general session the responsibilities and opportunities at the national, State and local levels were presented. Sources of assistance were identified and problems at local levels pointed out.

During the fourth general session the need for improved programs, as documented by research, was revealed. The need for better public relations and strategies for obtaining them were emphasized. The ultimate development of high-level performers by providing extensive and high quality programs of physical education for all children was outlined.

Two periods for group discussions were scheduled and it was largely in these sessions that the recommendations finally presented were prepared.

At the final general session the reports of the Task Forces were given and the final recommendations presented. Celeste Ulrich's inspirational address concluded the program.

Meanwhile there were lighter interludes. The social hour and the conference dinner, where LeRoy Walker shared some of his insights, gleaned in part from his Olympic experiences, were enjoyed by all. The many opportunities for fellowship and the sharing of experiences during refreshment breaks and between sessions must

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also be numbered among the pleasant and developmental parts of the conference.

Acknowledgements

To express appreciation adequately to all those individuals who helped make this conference worthwhile is impossible. To single out individuals or groups runs the risk of omitting important ones. Yet the effort must be made. To the members of the United States State Department and the Department of Health, Education, and Welfare — our sincere appreciation. Without their unflagging support the conference could not have been held. To all the speakers who prepared so well and presented their material so convincingly — our thanks and best wishes. To the Task Force chairmen and their members — our gratitude for accepting this arduous assignment and for accomplishing their task in such a splendid fashion. To those individuals who were responsible for the outstanding musical, physical education and film productions — our appreciation and applause. To those many people who arranged or supplied services — our gratitude.

Future Implementation

And so — what now? The impetus furnished by an international conference where 101 nations shared their thoughts should not be lost. The efforts of so many people who were involved in the U.S. Conference must not be wasted. Further implementation is definitely indicated.

Directions for "follow-up" action are found in the recommendations of the task forces. While these recommendations do not necessarily commit the sponsors or cooperating organizations to a particular course of action, they are, for the most part, cogent ideas for strengthening programs of physical education and sport in this country. We commend them to the careful consideration of Federal, State and local governmental officials, school board members and administrators, specialists in physical education and sport, teachers and coaches, and all other concerned citizens. It is hoped that responsibilities for further implementation of the Conference findings can be determined and planning for future action begun at an early date.

Reuben B. Frost
Conference Coordinator

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Highlights of the Recommendations

Many recommendations, both specific and general, emanated from this conference. They are presented in detail in each Task Force Report. Inasmuch as each Task Force group worked independently, there is some overlapping and redundancy. However, the rationale leading to each recommendation and the group for which the recommendation is intended may differ among the Task Forces.

Readers are advised that these "Highlights" are often combinations of several recommendations, sometimes from different Task Forces. The wording in the Highlights may, therefore, differ from the original recommendations as presented. To understand and appreciate the recommendations fully, readers are urged to review the Task Force working papers and the recommendations in their entirety.

Although the recommendations represent only the consensus of participants and not necessarily the policies of sponsoring and cooperating organizations, they should be carefully considered by all concerned persons as a basis for positive action.

The Highlights of the recommendations are presented here as a summary for the serious reader and as a quick overview for the busy person who wishes to learn the salient outcomes.

International Level

It is recommended that —

1. The participants of the National Conference of Senior Officials to Consider Unesco Recommendations on Physical Education and Sport go on record as supporting, in principle, Unesco's efforts directed at providing quality programs of physical education and sport.

They underscore Unesco's stated aim to make such programs accessible to all, barring any discrimination based on race, religion, ethnic origin, sex or level of physical skill.

They fully support the philosophical and practical tenets of integrated educational and sport programs designed to promote the harmonious development of the individual.

They urge the United States Government to initiate procedures and practices that will ensure participation by this nation in matters of international cooperation related to the promotion of physical education and sport.

National Level

It is recommended that —

2. The President of the United States be requested, through the President's Council on Physical Fitness and Sports, to give leadership to an intensified national commitment to improved exercise habits for all citizens and to more effective physical education programs and that the President personally identify with this effort.

3. A Presidential Commission on Physical Education and Sport similar to the President's Commission on Olympic Sports be established for the purpose of studying and improving the effectiveness of physical education and sports programs, insuring the fulfillment of each person's right to the development and enjoyment inherent in sports, promoting the maintenance of optimal health and enhancing the quality of life.

4. The Federal Government, through its appropriate agencies investigate the feasibility of establishing a national policy statement (charter or declaration) for physical education and sports.

5. The Commissioner of Education establish a major unit within the Office of Education to coordinate policies and programs designed to strengthen school programs of physical education and sport within the context of lifelong education, to foster increased Federal and State support of such programs, and to disseminate policies, exemplary programs, evaluative instruments, and other information and materials to State and local educational agencies, institutions of higher education, and the general public.

6. The Commissioner of Education be urged to support the development of sound physical education and sports programs through the Office of Education's *National Diffusion Network*.

7. There be established at the national level a commemorative and/or medal program which could generate significant sums of money to be distributed for physical education and sports programs.

8. There be increased efforts at the Federal level to improve and expand physical education and sports programs for special target groups (e.g. the aged, the economically disadvantaged, the physically handicapped, the educationally deprived, and minority groups).

9. The President's Council on Physical Education and Sport provide evidence of its support for physical activity programs for the handicapped by (a) appointing a handicapped person to the Council, (b) increasing the number of handicapped persons on the Council's various committees, and (c) giving greater encouragement to handicapped persons who wish to participate in fitness and sports programs.

10. As an outgrowth of this national conference, HEW and AAHPER convene another national conference to address specifically the needs and problems in physical education and sport in the *inner-city*, the conference to be organized and conducted in such a way that action steps will emanate from it.

11. There be established at the national level a research unit responsible for (a) conducting research on appropriate aspects of physical education and sport, (b) the storage and retrieval of the research conclusions, (c) the interpretation of the research results for practical application and (d) the dissemination of these interpretations to teachers, coaches, supervisors and administrators.

12. The Office of Education, in conjunction with other appropriate groups, sponsor seminars, workshops and publications to disseminate the conclusions and recommendations of the Unesco Ministers' Conference and this National Conference of Senior Officials to Consider the Unesco Recommendations on Physical Education and Sport.

13. National assistance be provided to State and local levels for establishing model physical education curriculums and sports programs.

14. Various public and private agencies, organizations and institutions develop unified efforts to provide optimum physical education and sports opportunities through access to high-quality educational programs and maximum utilization of facilities and other resources.

State Level

It is recommended that —

15. Legislation to mandate adequate progams of physical education in public schools be initiated or strengthened in all States. Such legislation should allow the exercise of local option in the means employed to accomplish this. Details of curriculum must depend to a certain extent on local climatic conditions, geographic features, cultural mores and other local conditions.

16. Greater attention be given to funding programs already in existence. States should take increased advantage of Federal funding programs, e.g. the Elementary and Secondary Education Act, Title IV. Local institutions and agencies should utilize funding provided by the Federal Government and States.

17. Increased State support be provided for research in physical education and sport. Such research should help determine the most effective program elements, the most efficient organization of programs, and the most productive scheduling of classes.

18. State physical education association and State educational agencies actively support Federal legislation to provide financial assistance for the employment of certified elementary school physical education specialists in all elementary schools.

19. State departments of education assume greater responsibility for interpreting the physical education program to educators, parents, students and the general public, and State agencies conduct workshops, develop informative materials, establish speakers bureaus, prepare media presentations, present demonstrations, and utilize every available public relations avenue to acquaint the public with what is being done and what should be done to enhance physical education and sports programs.

20. State education agencies become more involved in the policymaking, review and conduct of interscholastic competitive athletics as well as instructional physical education.

21. Additional conferences and workshops dealing with physical education and sport, similar to this National Conference, be conducted at State and/or regional levels — and, further, that more time be devoted to the discussion and preparation of action items.

Professional and Ancillary Personnel— All Levels

It is recommended that —

22. Current programs of professional preparation and staff development be re-evaluated and everything possible done to enhance the education, both preservice and inservice, and the

competencies of professionals and paraprofessionals.

23. Programs for the professional preparation of athletic personnel (coaches, trainers and administrators) be re-examined and strengthened.

24. Certification requirements of physical education and sports personnel assure preparation and clinical experiences appropriate to the age levels of the children for which certification is granted.

25. Professional preparation institutions give increased emphasis to preparing teachers for inner city schools. This preparation should include field work in the inner city. Those involved in the selection process at the preparing institution should also give consideration to the urgent need to prepare teachers who are willing to work in the inner city.

26. Professional preparation of all physical education teachers include at least one course in adapted physical education and that this course include in its program a practicum in which the students work with handicapped persons, and that closer working relationships be established between professional preparation institutions and those who work with the handicapped.

Program Improvement—All Levels

It is recommended that —

27. Well-founded and appropriate standards be developed and/or strengthened and accepted as guidelines at the national, State and local levels. These standards should include: (a) provision for an adequate and well-prepared staff, (b) effective supervision at the State and local levels, (c) mandated basic program elements at each level, (d) thorough provision for the health, safety and welfare of all participants, and (e) continuity and variety in curricular offerings.

28. Inter-organizational and inter-agency cooperation and coordination be developed among the various agencies and organizations — educational, social, civic, and private — who have health and physical education related responsibilities and interests. This applies to the funding of programs, the maximum use of facilities, the continuity of programming and the health, safety and welfare of the participants.

29. The aims of youth sport programs be redefined and steps taken to assure that the objectives of these programs harmonize with the accepted aims of education and society.

30. Everything appropriate and feasible be done to make more real the concepts of "lifelong" physical education and "sports for all."

31. Increasing numbers of professional physical education teachers and students be involved in "out-of-school sports" and physical fitness programs.

32. A project be funded to review existing recommendations and reports relative to physical education and sport for the handicapped and that these recommendations and reports be synthesized in such a way as to make them usable and effective.

33. Action be taken to increase the acceptance and practice, at all levels, of "shared leadership" concepts.

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Additional Achievements and Accomplishments

There were many outcomes of the conference in addition to the recommendations. Some of these were:

1. Conference participants included government officials, school administrators, professional physical educators, members of school boards, executives of health and physical education agencies, students, coaches, psychologists, college professors, specialists in education for the handicapped, fitness exponents, curriculum specialists, physiologists and health educators. The three days of association and discussion, both formal and informal, made possible a productive interchange of ideas, knowledge and points of view, Presenting these and discussing them on the background of the Unesco Conference in Paris was a rewarding educational experience.

2. Conferees could feel a growing wave of enthusiasm as the conference progressed. At its conclusion there was a general call for further implementation and workshops at the State and local levels.

3. A large number of influential persons, who otherwise would not have heard of the Unesco Conference in Paris, became acquainted with its findings and recommendations.

They also became aware that the nations of the world are beginning to cooperate in an effort to improve the health and the quality of life of all people.

4. Important government officials were brought into contact with those conducting and administering programs. Many, for the first time, met and discussed problems related to physical education and sport with those working at the grass-roots level.

5. There emerged a growing recognition of the fact that the youth of our nation are not, as a whole, physically fit and that it is high time steps are taken to do even more to improve the situation than we are now doing.

Wednesday, November 16, 1977

11:00 a.m. - 4:30 p.m. **Registration**

Foyer, HEW North Building
330 Independence Avenue, S.W.

12:30 p.m. - 1:45 p.m. **Films**

Auditorium, HEW North Building

All the Self There Is (The new physical education for today's children.) Produced by the American Alliance for Health, Physical Education and Recreation.

John Baker's Last Race (Poignant story of an elementary school physical education teacher's influence on his pupils and community.) Produced by Brigham Young University, Provo, Utah.

Equal Chance Through Title IX (A modern program of physical education for girls-boys of varied and vigorous activities.) Produced by the American Alliance for Health, Physical Education and Recreation.

2:00 p.m. - 4:30 p.m **First General Session**

Auditorium, HEW North Building

Presiding: Reuben B. Frost, Conference Coordinator
Ceremonial Opening

Cardozo High School Stage Orchestra, District of Columbia Public Schools, Robert W. Gill, Director

Joint Armed Forces Color Guard

Introductory Remarks: Ernest L. Boyer, U.S. Commissioner of Education

Greetings from the U.S. Department of State: Christian A. Chapman, Deputy Assistant Secretary for Educational and Cultural Affairs

What in the World Is Physical Education? Mary Berry, Assistant Secretary for Education, U.S. Department of Health, Education, and Welfare

Implications of the 1976 Paris Conference on Physical Education and Sport for the Development of National Policies, Nicolaas J. Moolenijzer, University of New Mexico, former Specialist for Physical Education, Unesco Secretariat

The Meaning of the Unesco Conference for the U.S.A., Simon A. McNeely, U.S. Office of Education

6:30 p.m. - 8:00 p.m. **Conference Reception**

Penthouse, Hubert H. Humphrey Building
200 Independence Avenue, S.W.

Introductory Remarks

ERNEST L. BOYER
U.S. Commissioner of Education

I have the pleasure of welcoming you to this very special session. We have followed with great interest the actions of Unesco in physical education and sport and are extremely happy to be a partner in bringing together our colleagues here in the United States. We were charged with following up the initial Unesco Conference deliberations and developing recommendations in the several categories which are listed on your program. So officially, on behalf of the United States Office of Education, I wish to tell you that we are thrilled to have you as our guests. We feel honored to be identified with this essential topic, especially in relation to the prestigious forum of Unesco, and we shall follow with great care your discussions on the Unesco Conference findings.

It may be in order for me to reflect just a bit on the subject. I think I should confess, as I did to Mary, Dr. Berry, that I am glad to have this opportunity for a new performance as I look back on my own evaluation regarding the significance of physical education and sport. I think I may have been, in some respects, the prototype of what has been our national mood for the past many decades. It seems to me that 20 or 30 years ago, possibly even 10, we were unmindful of the power derived through the central relationship of our bodies, our minds, and our spirit. There was a time, especially as I recall working at the University of California in Santa Barbara, in the post-sputnik era, when we were intensively driven toward the academic life and were determined to beat the Russians into space. Our national cry, as I think back on it, was that any time wasted away from the new mathematics was simply losing a step in the space age with our great competitors. And I recalled vividly as I watched those well-pointed commericals (on physical education that we have just seen) that at that time we really thought we were brave, but we were not body, we were not spirit. Well, we did get to the moon but we discovered that to get people to the moon, once we had the calculations made, we needed people who were whole people who had not only the intellectual skills but the endurance and, more than that, the inner health. Through a whole variety of evidences that have come along, I have frankly in the last decade come full circle and I think society has as well. The explosion of interest in physical well-being is being driven, I think, by increased awareness that all aspects of our existence are interlocked. How we ever forgot that is difficult to imagine. We now know that performance in the classroom is very much related to physical well-being. We well know that longevity and, more than that, we well know that emotional well-being is interlaced with the state of physical health of this body that we all have.

So I see it as a significant and appropriate moment that we at the Office of Education should welcome you here because, if I might say so from the parochial platform I hold, I see you as educators in the most profound sense — not only as educators in the immediate sense of learning how best one can use one's body in recreation for joy and strength, but as educators in the most fundamental sense that the learning of cognitive skills and the capacity to recall are, in fact, related to the physical well-being as well.

I would also like to take note of what I thought was the most moving of the film clips that we saw. That was the one that reminded young men and women that physical activity is an important element of one's life-style and that the promotion of activity for girls is equally as necessary as for boys. This Department and this Office are committed absolutely to overcoming the discrimination that has existed in the past in relation to the provision of resources for physical education and sport. We have not been fully cognizant of the needs of girls and women in regard to physical activity. We have discriminated against them and I think in the process we have paid our own price. It is our determination, not just because it is legally right but because it is morally right and educationally right, to find ways to engage all of our children, boys and girls alike, young men and young women alike, in this essential process of expanding our lifelong participation in physical education and sport.

We will work with every care on the recommendations that you develop. I know you are going to be meeting in smaller groups to consider a vast array of ideas . Your recommendations will be directed to this office as well as to many other agencies. The United States Office of Education will welcome your recommendations and we will deal with them with regard to their implications for us as we administer a range of Federal programs. You can help us become more effective in promoting the important discipline of physical education and sport, so we must listen carefully and we invite your proposals enthusiastically.

It is now my special privilege to present a colleague from across the city, one who is closely engaged in this enterprise and who is an official of the U. S. Department of State. The Office of Education has been privileged and pleased to cooperate with the State Department in the U.S. involvement in the Unesco Conference which gave birth to the occasion we celebrate here today as well as in several important follow-up actions instituted by Unesco. One of these was a meeting of an Interim Intergovernmental Committee on Physical Education and Sport, held last July in Paris. The gentleman I am about to introduce served as the head of the U.S. Delegation to that meeting.

It is my special pleasure to introduce Mr. Christian Chapman who is Deputy Assistant Secretary of State for Educational and Cultural Affairs, Mr. Chapman.

Greetings From The U.S. Department of State

CHRISTIAN A. CHAPMAN
Deputy Assistant Secretary
for Education and Cultural Affairs

Secretary Berry, Commissioner Boyer, Ladies, Gentlemen, Friends:

I very much appreciate the opportunity of being with you today.

Sports and physical education have in the last few years taken on a large international dimension. Probably spurred by the publicity given to international sporting events, such as the Olympics, nations everywhere have come to feel — rightly or wrongly — that having star athletes is an important symbol of nationhood. As a result, there has been a rapidly growing interest worldwide in improving physical education and athletic capabilities.

In April 1976, there was a meeting in Paris of Ministers of Education and of Sports specifically devoted to this question.

In November of that year, the General Conference of Unesco, which is the decisionmaking body of this organization, endorsed the recommendations of the Ministers and created a 30-country Interim Intergovernmental Committee on Physical Education and Sport to study the matter further.

This Committee held one session in June 1977 and is planning a second and final one next May. If everything works out as planned, the Committee will prepare recommendations on:

1) an International Charter of Physical Education and Sport;

2) Statutes for a permanent Committee on Physical Education and Sport;

3) Statutes for an International Fund for the Development of Physical Education and Sport;

4) a program of activities in these fields in the context of Unesco; and

5) a study on the difficulties encountered in the organization and running of international sporting events.

So Unesco will be devoting considerable attention to physical education and sport. We all believe this is a good thing. But there is a danger. Many developing countries want to have a larger say in the conduct of international competitions. These are in the hands of private organizations which are jealous of their independence from any government interference. Here in the U.S. we all believe that this is right but that view is not universally held.

This matter brings up the fundamental issue of the manner this country can best relate with other countries in these fields. Physical education and sport are here pre-eminently private endeavors. There is no overall control — or even centralizing mechanism — for physical education and sport. We all think this is as it should be. But in all other countries, governments play a larger role; in many, indeed — particularly in the communist and developing countries — governments dominate.

Given this situation, given the growing international interest in physical education and sport, given the desire of many countries to gain the help and cooperation of Americans in these fields, the question arises how we can best respond. There is no simple answer. But it is clear that to do so, we must enlist the interest and energies of the private organizations and sports bodies. We must find ways of cooperating together. Foreign governments address their requests to Washington. We in Washington must turn to you who have the competence and knowledge to meet these requests. This is the reason we value your collaboration and your participation in meetings such as this. Together we must find ways of fostering links between the American professionals in physical education and sport and their counterparts abroad.

I believe we have gotten off to a good start. All the preparations to the Unesco meetings were made in collaboration between government people and professionals such as yourselves. Our delegations to international meetings have been composed of a mix of private and government people. So far, things have worked out very well but the real challenges remain ahead and we in Washington need your ideas, advice and collaboration.

In summary, physical education and sport are now matters of growing international interest and only the private sector in the United States can insure that our country plays the major role that its position in the world calls it to do. In people like yourselves, the United States certainly has all the necessary talents.

What in the World is Physical Education?

MARY F. BERRY
Assistant Secretary for Education

I'm very pleased to join with Commissioner Boyer in welcoming you here today. I want to take this opportunity to emphasize the Education Division's commitment to an effective, comprehensive program of physical education—one that serves the individual needs of all students and that contributes to the health and well-being of the society as a whole.

As I understand it, we are the first nation to hold a follow-up conference on the Unesco recommendations. I'm glad that we were able to assemble such a prestigious group together to consider those recommendations, and to develop a program of action in response to them. You have a busy agenda, and I wish you well.

Like most concepts in education, physical education passed in and out of vogue over the years. I'm sure all of us can remember the big emphasis on fitness that came in the Kennedy years — when everyone suddenly became concerned that American youngsters were spending too much time watching television and not enough outside developing their bodies. For a short time, fitness became a crusade, or maybe a craze. The President's press secretary went on fifty mile hikes, and States and districts started developing or expanding programs that were going to address the problem.

That period has long since passed into memory. Physical fitness no longer has the priority it once did; in fact, when the cost crunch came in education, in most districts it was a contest between sports and the arts to see which program would be the first to be cut back. There are some exceptions to that pattern — and some of you came from exceptional places. But on the whole, physical education is a long way from its earlier status.

So I think that it's fortunate, especially for us in the United States, that the international community has started to focus attention on physical fitness once again. The Unesco recommendations — which most of you have read — provide a good starting point for our own deliberations, and I hope you'll accept them in that sense.

Obviously, every society and every culture has its own mode of education, and that's true in this area as in every other. What makes sense in Afghanistan may make no sense at all in France, and visa versa. Not all of the Unesco proposals are relevant to this country's needs. I don't think, for example, that we ought to follow to the letter the recommendation that we put "eight to ten minutes of gymnastics in the time table for every school day," and that we supplement that with "five to six minutes of compensatory gymnastics" for people who need it. Decisions like those are best left to people at the local level, who know individual communities — and individual children's needs best.

But I *do* think that the *thrust* of those proposals is on target. We *do* need, in this country as everywhere else, an expansion of physical fitness programs. We *do* need to get all children involved, and move away from limited-participation team sports to activities that everyone, not just the superstars, can get involved in. We *do* need — urgently — to develop lifelong programs for physical education, and to open up school athletic facilities to people who aren't in school any longer. And we need to get away from the kind of excessive commercialism that's changed sports from recreation and health to a commodity.

I realize that a great deal of the Unesco debate, especially in that last area, was motivated by political ideology as much as by a commitment to health or education. And I don't have any intention of taking on the professional football establishment or National Collegiate Athletic Association or the nation's high school coaches. But I do think that one of the reasons our physical education program isn't as effective as it might be is that we've overemphasized sports that for most people wind up being spectator activities later in life, and we've underemphasized sports or calisthenics that people can be involved in — whatever their basic ability level — as long as they live. And I think Unesco did us a service in criticizing excess professionalism where it has led to that result.

I hasten to add that neither I nor anyone else in the Education Division wants to see team sports eliminated from the basic physical education curriculum. Unesco's recommendations — and our own common sense — tell us that we have an obligation to encourage sports that reflect our national culture. But even as we recognize the value of baseball or football or basketball, we ought to work to put them in proper perspective.

We ought to recognize, as I'm sure all of you do, that while we Americans have a great deal to teach the world, there's a lot we have to learn as well. That's especially true in physical education. Let me give you an example of what I mean.

I've recently come back from the People's Republic of China. Their whole society, and their education system, is predicated on some very different beliefs from the ones we all share, and much of what they do isn't directly applicable in this country. But in physical education as well as in other fields, there are some valuable lessons that, with some modification, we could utilize here. They've made physical fitness a reality for everyone, and they've done it in a positive and constructive way.

They have the usual team sports — and they compete strongly and aggressively — but instructors make it clear to students that winning isn't everything, nor — Vince Lombardi to the contrary — is it the only thing. The phrase they use is "Friendship first, competition second" — and they make sure that the participants in the games recognize the priorities. In fact, players are evaluated as much on the basis of sportsmanship as on ability. I'd like to see us move in that direction in the United States.

But team sports are really secondary to the Chinese. What they give primary importance to is universal involvement in physical activity of some kind or other. Workers take a few minutes off to exercise muscles that they don't use on their jobs. Students do the same thing. There are no full-time professional athletes there — and there haven't been any since the cultural revolution brought a denunciation of elitism in sports and everything else. But there *are* hundred's of millions of part-time amateurs who are on the whole, more physically fit than most Americans.

I'm not advocating mandatory exercise periods for adults here; that would be as foreign to our culture as million-dollar boxing matches would be to the Chinese. And it would be about as likely to get support from the public.

What I *am* saying is that the emphasis on lifelong programs of physical education is well-placed. This is an area that we have the capability to move into, and the desire on the part of people in every community. And now we have a mandate from Unesco that urges us to take action. We ought to respond in a constructive way.

For example, we ought to start looking at ways to break down the old age segregation barriers and open in-school calisthenics or jogging or competitive sports programs to adults. We could even schedule optional high school physical education classes in the evenings — for those students who wanted to particiapte on that basis — and make it possible for people in the community to take part. This kind of thing goes on in almost every Y.M.C.A. in the country, and it works there — so why shouldn't we think about bringing it into the school curriculum? I might add, parenthetically, that we ought to consider going in this direction with art and music programs — and even some straight academic programs — as well.

We ought to put an even greater emphasis, starting at the early grades, on getting students involved in sports that will be important to them all their lives. This doesn't mean that every elementary school has to build a set of tennis courts instead of a baseball diamond, or in addition to one. It *does* mean that we ought to be putting more emphasis on activities — like jogging — that don't require a great deal of equipment and that individuals at every age can benefit from.

I know that several other countries have been developing programs in "movement education," which as some of you know is a concept of physical education as a basic training for all activities of life. We ought to look more carefully at what people in the Scandinavian countries, and in Germany and Eastern Europe, are doing with things like gymnastics and modern dance, and see how we can apply it here. Unesco offers a perfect forum for that kind of exploration and discussion, and we should react in a positive way to the recommendations for regular meetings and information exchanges on physical education.

But the communication and information process shouldn't be one-sided. We have a great deal to learn from other societies — but I'd like to think that we have something to offer too. I don't want to infringe on the State Department's domain, but I do think that we could strengthen our own work in disseminating information to other countries and helping them develop recreation programs.

Here we could benefit by following the Soviet Union's example. Each year they send thousands of coaches and other sports people to third world countries; we, on the other hand, do very little. None of us wants to see athletics become the new battleground in what we hope are the waning days of the Cold War. But I think all of us agree that it's in our national interest for the people of the world to identify Americans with programs that advance health and recreation and teamwork. I hope that out of this conference we can develop a program through which the education community can help to create a more vigorous American effort in this area. The need is clear — and so are the potential benefits to ourselves and others.

In this, as in other aspects of physical education, our society has a long way to go. But there *are* hopeful signs, signs that we're moving in the right direction.

People at last are becoming *concerned* again about the relationship between physical fitness and health, they aren't always acting on that concern — and they don't always have the opportunity or the knowledge that they need for action. But that problem is slowly being resolved. And it's our job, as educators, to see that the information and the facilities that are already available can be made accessible to all our nation's people.

And we're moving at long last, as a society, to remove the barriers to physical fitness that women, especially, have faced. You've heard about Title IX; and are going to be hearing more about it in the future. You've worked with it. You know that — despite all the false rumors and fears — Title IX does *not* mean the end of school sports programs as we know them. It *does* mean the extension of the benefits of those programs to the other half of our society, the half that for too long has been excluded. The Chinese have a saying that "Women hold up half the sky." It follows from that, that they ought to get their full share of education advantages — including physical education advantages. We haven't solved all the problems yet — but we've made a start. I hope that you can make further progress here this week.

We all have our work cut out for us. The Unesco recommendations offer a good agenda. We can use that agenda, adapt it to our own situation and our own needs, and build upon it.

This is important work — as I'm sure all of you are aware. I know that this group is equal to it.

Last week, President Carter forwarded a message that I think sets the tone for this conference. And before I leave you, I want to read you that message on the President's behalf:

> "Welcome to our Capital City and to the National Conference of Senior Officials on Physical Education and Sport.
>
> It is fitting that this event should occur during American Education Week. Our emphasis on education for all must also embrace the education of the whole person. Physical vitality is a force that gives greater joy to life and new life to the lessons learned in the laboratory and the classroom.
>
> The Unesco Conference in Paris has highlighted the worldwide concern about the quality of physical education and sport programs. We in the United States must take care that sport does not become an entertainment for the many performed by the few, and that it is, instead, an experience that can be actively shared by all.
>
> It has been said that a nation is the mirror of its people. Let's all work together to make certain that America's face shines forth with a strong, healthy glow!
>
> You have my very best wishes for a successful conference.
>
> Jimmy Carter

You have Secretary Califano's and my best wishes as well.

Implications of 1976 Paris Conference on Physical Education and Sport for the Development of National Policies

NICOLAAS J. MOOLENIJZER
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Former Specialist for Physical Education and Sport,
Unesco Secretariat

For all concerned with physical education and sport, the year 1976 will undoubtedly be remembered as a milestone as it was the first time in the history of physical education and sport that a worldwide intergovernmental meeting was held to discuss its current conditions and future development. Under the auspices of the United Nations Educational, Scientific and Cultural Organization (Unesco), the "First International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport in the Education of Youth" was convened in Paris, France, in April of that year.

Independent of chronological order the following factors must be considered to justify describing the Unesco conference as an historical event: (1) It was the first time since its inception that Unesco had devoted so much time, effort and financial resources to this important aspect of education, (2) It was the first instance of a worldwide intergovernmental conference where highly placed public officials concerned themselves with the interests of physical education and sport, (3) The interest demonstrated surpassed all expectations as more than 100 Member States were represented, (4) Despite great disparity in political interests and economic concerns, the conference formulated very strongly worded endorsements for commonly shared interests and recommendations affecting physical education and sport.

It may surprise some of you that it took Unesco (by many regarded as a pioneer in educational practices) more than 30 years to discover that physical education and sport forms an integral part of a total, harmonious education. Although not really an excuse, there is an explanation for this educational neglect. As do other international bodies, Unesco operates by a mandate of its governing body, the General Conference. This body, which meets every two years to approve and adopt the biennial program and budget, is composed of national delegations whose members are appointed by their respective governments.

From your own experience you are aware of the general attitude educators and particularly educational administrators have adopted toward physical education and sport. Too often those controlling the purse strings seem unable to distinguish clearly between this discipline and athletics when it comes to underwriting an effective program. How often have you heard the phrase: "Physical education? Sport? Yes, I think it is very worthwhile; I am all for it but...." And then followed various priorities which made it impossible to institute and support quality programs of physical education and sport.

The situation at Unesco is not much different. Generally, the opinions expressed and the votes cast by the members of the national delegations reflect the thinking and practices of the home country. Save for some notable exceptions, particularly the socialist countries, most nations appeared to suffer from the same educational 'priority and neglect' disease. Seen in this light, it is not surprising at all that at Unesco physical education and sport experienced a dry period of thirty years during which it received little or no support from this august body. As a "natural" result, the professional staff of the Unesco Secretariat did not exhibit much enthusiasm or innovative practices in the area of physical education and sport. A notable exception perhaps was the former Director General, Mr. René Maheu, an avid sports fan, who delivered some stirring speeches on such topics as "sport for all" and "fair play."

It is very difficult to pinpoint the cause for Unesco's decision to convene the Ministers' Conference. It may have been the demands for an equal opportunity in the international world of sport by the Supreme Council for Sport in Africa; it may have been the pioneer labor of the Council of Europe and its efforts to promote a "Sport-for-All Charter" for its members; or, it may have been the result of a growing awareness at Unesco that physical education and sport constitutes an essential component of its "lifelong education" program.

Be it as it may. . .the Ministers' Conference was an extraordinary success. By this it is not suggested that all countries saw eye to eye, that all problems were solved or that all issues were resolved. By any standard this would be too much to expect. However the success of the Ministers' Conference should not be measured solely by the degree of international agreement and cooperation but also and even more perhaps by its impact on national conditions. For example, one of the means utilized to obtain input from the Member States in the preparation of the Conference Working Paper was the employment of an international questionnaire which proposed to establish existing philosophies, concepts, methods, practices and a host of other data pertaining to current national programs. For many countries, if not for most, the completion of this questionnaire constituted the first time that a detailed assessment of the national program of physical education and sport had been conducted. And this, probably, may partly explain the unprecedented interest and concern for future practices in this field.

In essence the conference was a political gathering and consequently (politics as they are) many of the high-placed officials did not possess professional qualifications for the area of sport and physical education. However, much of the formal and informal discussion was conducted by professional personnel who served on the national delegations. It should be noted that their expertise and eloquence were a credit to the profession and left a lasting mark. As a result, much was learned by all. Names became faces and faces became people; and, people communicated. For the first time in history, a mixture of more than 500 politicians and professionals had the opportunity to discuss the ups and the downs, the ins and the outs, the pros and the cons, the plusses and the minusses, the fors and the againsts, the postive and the negative, the dos and the don'ts, the advantages and the disadvantages, the realisms and the utopias. From it an understanding was born, an understanding which, despite individual national differences, reached far beyond personal and immediate concerns. Many of these concerns bear upon the welfare of people, on their needs and desires, individually as well as collectively. The understanding of existing inadequacies, of racial, sexual and economical discrimination, of nutritional and other health related deficiencies, coupled with compassion, have found their expression in many recommendations adopted by the Paris Conference.

Since you are familiar with these recommendations as they form the topics of your discussions, it would be redundant to analyze them at this particular moment. At its 19th Session in October of 1976. The General Conference of Unesco appointed an "Interim Intergovernmental Committee for Physical Education and Sport" to pursue realization of some of the more pertinent recommendations. In order to familiarize you with the current international thinking which will shape future developments in physical education and sport, it may be desirable to give you an idea of the nature of these recommendations and to share with you the progress that the Interim Committee has made thus far.

By far, the most incisive recommendation of the Ministers Conference was the proposal to institute a "Permanent Intergovernmental Committee for Physical Education and Sport." The responsibility of the Committee would in part include a liaison function with the Unesco Secretariat for the planning and execution of the Unesco program for physical education and sport. In addition, the Committee could take independent initiative and action when so decided. The Committee would consist of the delegations of thirty Member States, to be selected and appointed by the General Conference on a representative and alternating basis.

The Ministers' Conference was very conscious of the fact that the limited budget of Unesco would never be able to bear the cost of the implementation of all the recommendations or even part, thereof. In order to ensure supplementary funds, the Ministers' Conference recommended the creation of an "International Fund for the Promotion of Physical Education and Sport." The underlying notion was that donations by both private and public agencies could be applied toward a series of activities that would further the development of the discipline of physical education and sport. Support would not be limited to sustenance of programs and activities in developing nations but could be meted out to those activities that would serve the interests of the area of physical education and sport best. Great emphasis was placed on the need for curriculum and program development, the training of teacher personnel and applied research and documentation.

In an effort to secure the cooperation of individual governments in a worldwide action to increase the number of participants in physical education and sport and to upgrade their programs, the Ministers' Conference recommended the adoption of an "International Charter for Physical Education and Sport," which would ensure the *right of each individual* to partake in high quality programs of physical education and sport. Particularly, this recommendation can have a great impact on the development of national programs, as the adoption of the "charter" or similar document by a government would constitute a moral obligation on the part of this government to furnish the human and other resources needed to provide these "high-quality" programs.

Ladies and Gentlemen: Naturally, it is not possible to condense the outcomes of the countless man-hours spent in preparation of the Ministers' Conference in one brief address. It would be equally difficult to encapsulate the work and its results. However, a brief enumeration of the activities that followed the Ministers' Conference may give you an idea of the growing awareness of governments that physical education and sport is an educational area which deserves increased attention and support. Since its appointment, the Interim Intergovernmental Committee for Physical Education and Sport met in Paris in July of 1977. A second meeting has been scheduled for March of 1978. Meanwhile, the draft of the bylaws for the (Permanent) Intergovernmental Committee for Physical Education and Sport has been completed. Completed also is the draft of the bylaws for the International Fund. A subcommittee on the drafting of the International Charter will meet later this month.

In a sense, Unesco is attempting to make up for the thirty years' backlog for, contrary to customary procedure, the General Conference has sped up the work schedule and is asking for completion of the preparatory documents by next October when it will meet for its 20th session.

As representatives of a rich, industrialized nation, you may wonder whether the United States stands to benefit any from the resolutions of the Ministers' Conference. Your study of the documents pertaining to the recommendations of the Ministers' Conference must have indicated to you specific areas where local, State and national agencies could draw support (even if only moral support) to bolster their arguments for program development.

Much is to be done, worldwide, in the development of programs for physical recreation. And, although very recreation-minded, much is to be desired in the United States in such areas as mass participation, family recreation, on-the-job sports programs, and physical recreation and skill learning for the pre-school child and for the older segments of the population. The terms "sport for all" and "lifelong education" appeared to become the key words for the Conference and seemed to emphasize that the Ministers' Conference had no desire to contribute to the development of a so-called "sports elite" but, to the contrary, was most eager to provide opportunities for healthful, physical activity in the broadest sense possible.

Ladies and Gentlemen: Often, during the Ministers' Conference, professional physical educators and sports administrators could be overheard complaining about the political overtone of the Conference. Please be reminded of this during the panel discussion you will attend and accept the reality that many political decisions will affect the success or failure of the programs of physical education and sport that you deem essential. Do not let the political argumentation discourage you; rather seize it as a vehicle which, if skillfully and ethically employed, may guide you to a successful implementation of those recommendations of the Ministers' Conference which you feel will contribute most significantly to the healthful development of mankind as a whole and of the citizens of this country in particular.

The Meaning of the Unesco Conference for the U.S.A.

SIMON A. MCNEELY
U.S. Office of Education

It is a privilege and a pleasure for me to speak to you at this time. Even before the Unesco meeting was held, we proposed, in responding to a pre-conference questionnaire, that a national conference be called as one possible step in implementing the Unesco recommendations in our own country. Immediately following the Paris meeting we began planning this conference. Today those plans come to fruition. May I join Commissioner Boyer in welcoming all of you to this conference and in thanking the cooperating organizations and the many individuals who have worked so hard in bringing it about.

The First International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport in the Education of Youth, sponsored by Unesco, was a landmark in the history of the subject. It has much meaning for us in the United States because it gives high visibility and prestigious support to school programs of physical education and sport at a time when our own programs need bolstering.

But let us begin at the beginning. When the Director General of Unesco invited our government to participate, the State Department asked the Department of Health, Education, and Welfare and the Office of Education to join in the representation. The Commissioner of Education at that time, Dr. Terrel H. Bell, agreed to cooperate fully and we worked with Rick Lawton, Education Officer, Directorate for Unesco Affairs, and his colleagues in the State Department in the preparations for this momentous event. The Office of Education assisted in the development of position papers and made suggestions for the U. S. Delegation. The Office took the responsibility for responding to the aforementioned questionnaire which was, to say the least, quite comprehensive. (It was devised by our good friend Nick Moolenijzer and was described by someone in our Division of International Education as "brutal".) Responding to the questionnaire was indeed a tedious job but it did cause us to pull together an extremely valuable collection of information, perhaps the most that is under one cover. This report is preserved and available through the ERIC system. Even better, Dr. Leona Holbrook, who played a major role in the development of this U.S. report, has, since that time, revised it with more up-to-date information. A copy is in your conference packet. That segment, coupled with the task force reports and the studies that will be reported here tomorrow, even though some of the information is empirical, provides a most extensive and useful spin-off from the Unesco meeting. The Final Report of the Unesco Conference and the Report of the U.S. Delegation have also been placed with ERIC. The Accession Numbers are given in the U.S. Delegation's Report. The Office of Education also prepared an exhibit for the Paris conference and some of the elements are on display outside this auditorium. The U.S. Delegation was headed ably by Duane J. Mattheis, then Executive Deputy Commissioner of Education, and I am delighted to see him here with us today. Other members of the Delegation were: Robert Jones, Carl A. Troester, Jr., Leona Holbrook, Wanda Jubb, Sammy Lee, M.D., Simon A. McNeely, and Steward Tinsman of the U.S. Permanent Delegation to Unesco in Paris.

The Office of Education has continued to participate actively in subsequent Unesco activities on physical education and sport. Mr. Chapman has told you of some of these and Dr. Moolenijzer has also referred to them. Commissioner Boyer's support and that of Assistant Secretary Berry are invaluable.

You have received copies of the recommendations in the Final Report of the conference of Ministers — as the 1976 Unesco Conference is now being called. And you have also received the U.S. Delegation's Report. I trust that you have found time to review them. If so, you must have been struck — as I have been — with the fact that governmental and educational leaders of almost all of the nations of the world have spotlighted physical education and sport as being the right of every individual and an essential component of lifelong education. The fulfillment of that right, they said, is, in a substantial degree, the obligation of government.

The delegates called for the extension of opportunities for all people, young and old, men and women, including the handicapped and others who have special needs, to gain the benefits of participation in physical education and sport throughout a lifetime.

The essentiality of physical education in the total education of each person was underlined numerous times throughout the preambles and the recommendations. But perhaps the most eloquent treatment of this theme was that of the Director General of Unesco in his opening address. His speech is carried in full in the U.S. Delegation's Report and I hope you will read it if you have not already done so. Here is just one quotation which I think is particularly meaningful:

> The practice of (physical education and) sport is emerging more and more clearly not only as a necessity for which everyone must be prepared in order to safeguard his health and to occupy the growing leisure time made possible by technological progress, but also as essential to the integrity of the human species, threatened by the industrial environment.

The reference to the "integrity of the human species" by the Director General and other references made in the recommendations to the importance of physical education in the harmonious development of the individual are consonant with our own philosophy. It is interesting and somewhat reassuring to note that other nations of the world are concerned just as we are with the holistic approach to education, the integration of the human personality.

The idea of "harmonious development" gives validity to our work — the provision of experiences which are indispensible to the total integrity of the functioning person. Thus, physical education seeks to promote organic well-being, develop physical fitness and strengthen physiological mechanisms not just as ends in themselves, but also because these are the bases for optimum functioning of the total human being. Sports skills, dance and rhythms, conditioning exercises, basic movement, and other program content are taught not only for immediate physical and psychological results, but also to provide a repertoire of interests and competencies useful for vigorous and efficient living throughout a lifetime. Such instruction should also impart the scientific principles that undergird effective human movement and that promote healthful living; the instruction should also include other applicable cognitive elements. Finally, physical education should be conducted with full regard for, and in ways to enhance, the aesthetic, social, cultural, and ethical components that are always vitally operating.

At Unesco, it was interesting to this western capitalist to note that people of the socialist countries used rationales similar to his own in emphasizing the contributions of physical education and sport programs. Statements published in the informational booklets distributed to the delegates by representatives of the Soviet Union, German Democratic Republic, Algeria and Cuba referred to physical education and sport programs "designed to promote the formation of a healthy and intellectually, morally and physically capable citizenry" and to physical education that "reinforces national cohesion, develops discipline and the spirit of teamwork, improves the quality of life and contributes to the emancipation of women." That is the socialist view of physical education and sport!

The possibilities of exploitation of physical education and sport for political purposes did not go unnoticed. Dr. Berry has already spoken of the implications. Only one conclusion can be reached. The socialist countries are far more advanced in the fine art of providing genuine technical and material assistance in physical education and sport to other nations than we are, and they have committed considerable resources for that purpose. The United States, in contrast, is pitifully inadequate in this respect and our colleagues in the field of international physical education and athletics in the U.S. Department of State need much greater support than they now receive.

The Unesco Conference has defined the elements of a high quality program of physical education and sport. These elements, too, are consistent with the best professional thought in this country and it is good to have the endorsement of other nations of the world. The Unesco recommendation on this subject stems from a resolution introduced by the U.S. Delegation. Let me reiterate those essential elements briefly because this is the essence of our work here in this conference as I see it. That is, to recommend ways of strengthening programs of physical education and sport in American schools, so as to bring the benefits of high-quality programs to all our children. Commissioner Boyer has just spoken of his commitment to excellence in education. Our concern for high-quality programs is in keeping with one of his guiding principles.

The elements of a high-quality physical education program, as Unesco defined them, are:

- adequate time in the school curriculum,
- additional opportunities for participation during out-of-school hours,
- broad and varied programmes of instruction and supplementary participation, adapted to the needs, interests and maturity of the individuals and to the prevailing social, climatic and other conditions of the areas,
- adequate and competent teachers, instructors, coaches and administrators,
- facilities and equipment, available and in sufficient quantity to meet the needs of optimum participation,
- access to up-to-date scientific information and professional expertise,
- evaluation and research activities to assure continual programme improvement, and
- information and interpretation facilities and materials to promote public interest, understanding and support.

A more extensive, but yet succinct, delineation of essentials may be found in a booklet which is in your conference portfoio. It is called *A Statement of Basic Beliefs — The School Program of Health, Physical Education and Recreation,* by the Society of State Directors of HPER. We are indebted to the Society for providing us copies in quantity. Other publications of the President's Council on Physical Fitness and Sports and the AAHPER, which you will also find in your packets, provide additional information on the essentials of high-quality programs.

Now I am not unmindful of the fact that while I am standing here before you calling for a high-quality program of physical education for every American child — which undoubtedly is going to cost a lot of money—Philadelphia is struggling to keep its schools open, New York City can't obtain a long-term loan, and many other school districts are hard hit. But I am also aware that in 1976, American smokers spent $15.1 billion on tobacco products, counting agricultural subsidies. $15.1 billion literally up in smoke! And that's just the initial cost. Consider the additional billions in medical expenses, lost time, and work disruption caused by the victims of lung cancer, heart disease, emphysema and other smoking-related ailments. Add to that more billions in fire damage, pollution and clean-up costs due to careless smokers. Americans spend almost $33 billion a year for alcoholic beverages and several billion dollars more for soft drinks. They eat more than they should, they put out countless millions a year for pornographic materials. (One estimate by Newsweek, Feb. 25, 1977 is $3 billion.) Compare these expenditures with $120.0 billion for all of education.

Reflecting on such choices in the use of our money, one must ask: "Where are your values, America?"

Would a loving parent and a caring society let a child grow up living in pain or achieving far below his or her potential? Overweight, awkward, physically, psychologically and educationally below par? "No," you must obviously answer, "No loving parent or caring society would allow that." Then what kind of society *are* we where 10 to 15 percent of our children are obese? Not "pleasingly plump" or "stylishly stout" or any of our other euphemistic descriptions. Obese, fat, — subject to all the chronic conditions that accompany obesity —including the prognosis of a foreshortened lifespan.

Overweight? At least an additional 30 to 40 percent. Poor posture, flab where muscles ought to be, underdeveloped, lacking in vitality, short on basic motor and sports skills — there are too many such children in our schools today. Destined to become the adults who suffer continual low-back pain. The TV squatters. The early coronaries. The physically uneducated. Subjects of what I used to call the "over the under syndrome": Overbored, overfed, overboozed, overweight, underexercised, underdeveloped and undervitalized. Too many. And this, not in one of the developing nations that looked so earnestly to the beneficial effects of the Unesco meeting, but this in the most highly industrialized nation of the world.

As Guy Reiff has reported a year or so ago, American school-age children have improved but little in physical fitness during the past ten years. He has additional data and further analyses that he will present tomorrow which are even more startling. But think of it. In ten years, little or no fitness progress. Now one possible explanation — or rationalization — could be that, given the constantly increasing erosions caused by our soft and affluent living, youth did well to maintain their fitness levels. After all, there have been drop-offs in reading achievement, SAT scores and all the rest. Small solace. Then again, one may reason that our youth have almost reached their physical potential and, therefore, dramatic gains cannot be expected. Hogwash! Four pull-ups is hardly the physiological limit for a 14-year-old boy. But do you know that four pull-ups is the median score in 1975 for 14-year-olds. Over one million boys of that age cannot do more than four pull-ups, 400,000 can do only one or less and 300,000 cannot pull themselves off the ground one time. This is for 14-year-olds — there are similar numbers for other ages.

I don't know how you react to these conditions that I have just described to you — but I find them shameful. And it makes me mad! Mad because too few people in government and in the general citizenry seem to give a damn. To give a damn in this context means being concerned enough to devote, time, energy and money to rectifying the conditions. To put it more charitably, perhaps, the movers and shakers, and even the parents — may be preoccupied — and such facts have not really penetrated their consciousness. Perhaps one of the best outcomes of this conference will be to raise awareness of people in government and out.

A caring society? One may also ask is ours an intelligent society? Why would a rational people spend over $119.0 billion for medical care, billions more for social rehabilitation, and a pittance for prevention, health and physical education? A public health official said the other day that it costs about $25,000 to care for one patient who has suffered a heart attack. That amount would pay for two elementary school physical education specialists for a year. The Lord only knows how much it costs to treat, replace and bury a lung-cancer victim.

Again, the question, "Where are your priorities, America?"

Many of the children who comprise the statistics that I have just given you were not enrolled in physical education. And, of course, this is a major concern for us as well as for other countries of Unesco. More and better physical education for more and more children. But before we physical educators attempt to lay all the blame on unenlightened school administrators, reluctant taxpayers, or a sluggish economy, we should take a look at ourselves. From a brief review that I have made of some data from a recent status study that Guy Reiff will report to you tomorrow, I cannot but conclude that the quality and dedication of some physical education teachers and administrators in our schools today leave something to be desired. And in our teaching, I submit to you that we must strike a balance between leading a child to self-discovery, on the one hand, and giving expert instruction on the other. Our methodologies must be appropriate to maturity levels and our expectations should be high enough to propel each child to his or her optimum level of performance. I have a little granddaughter who is a year-and-a-half old who knows the concept "upside-down" and who can do a forward roll unattended. A grandson at about age two could express the idea of "inside out." (Naturally, these are precocious children.) Yet I have seen demonstrations where the teachers went to all sorts of lengths to elicit these concepts from eight- and nine-year-olds. I have seen lessons where children have been urged to move in creative ways but the teacher seemed totally oblivious of the effects of certain movements in aggravating already-poor posture, or of the fact that certain underdeveloped children were doing little to improve their low-levels of fitness.

Tomorrow night you will see two excellent performances. One will be given by a group of student dancers from Eastern High School in the District of Columbia, taught by a talented and dedicated teacher. But this is an extra-curricular activity at the school.

The other performance will be by a group of young gymnasts from the metropolitan area. They are coached by a man and a woman who know their business. Several of the girls are unusually talented, but some, I suspect, have only average ability but have come a long way under expert tutelage. Another significant fact is that their parents are willing to pay for this out-of-school instruction.

One would hope that *all* children taking physical education would be taught by a highly competent, conscientious instructor. Wouldn't it be great if the U.S. Gymnastic Federation and other professional groups would get together and develop a teaching sequence of gymnastic skills for various kinds of apparatus and events. And then put on a series of clinics to train elementary and secondary school physical education teachers all over the country. Or for the National Dance Association to do the same to upgrade the curriculum and instruction in fundamental rhythms and various forms of dancing. I have been trying for the past few years to promote a physical education project in which fitness and conditioning activities are coupled with appropriate instruction in the scientific concepts of physiology of exercise. Such a project could be supported under Title IV, Part C, of the Elementary and Secondary Education Act, validated, and disseminated through the National Diffusion Network. There are some encouraging developments in this connection in several States including Pennsylvania, West Virginia, and California. All such efforts for inservice education should also be channeled back into teacher education programs for obvious reasons and positive gains.

Almost 17 years ago, President John F. Kennedy stood on this very stage. It was exactly one month after he took the oath of office. He was flanked by his brother, Bobby, the Attorney General. The Secretary of HEW and two other Cabinet officers were also there. This was a conferenced called by *his* Administration. On that occasion Kennedy exhorted the American people to beware of the trend toward sedentary, soft living — with its concomitant erosion of our physical and moral fiber — and to seek the vigorous life. He stressed, in particular, the need to improve the fitness of American youth by strengthening school programs of physical education. Professionals and the public responded and physical education will never be the same. Fitness was made respectable in a time of peace just as it sometimes was in the case of war. The intellectuals were reminded that the classic concern of antiquity for the physical element in the harmonious development of man was equally valid today. And runners now can run through their neighborhoods and not be considered "kooks."

But, as in other aspects of national life, the glitter of Camelot has been dimmed. The Unesco meeting has come at the time when we should take a new look at our programming and reinvigorate our efforts.

Shortly following his conference, President Kennedy sent a special message to the schools—an individual charter to every school, almost one-hundred thirty thousand of them. The State Directors of Physical Education provided enormous assistance by distributing these charters to the schools of their respective States.

In his message, Kennedy said:

> It is of great importance, then, that we take immediate steps to ensure that every American child be given the opportunity to make and keep himself physically fit—fit to learn, fit to understand, to grow in grace and stature, to fully live.
>
> In answering this challenge, we look to our schools and colleges as the decisive force in a renewed national effort. We must expand and improve our health services, health education and physical education. We must increase our facilities and the time devoted to physical activity. We must invigorate our curriculums and give high priority to a crusade for excellence in health and fitness.

Every President since Kennedy has also spoken for strengthened programs of physical education and sport. Today, President Carter has given us his special message.

The most important meaning of the Unesco Conference is its declaration that it wants for all children of the world, the kind of physical education and sport programs that President Kennedy described and that President Carter has called for. This is indeed the birthright of every child in the United States. But if we are to make it possible for every child to become "fit to learn... to grow in grace and stature, and to fully live" we have a very long way to go. Such a goal will need increased and enlightened leadership at every level of government—Federal, State and local, and I stress, especially, *Federal*. It will take a greater concern for *quality* and increased *dedication* on the part of professionals in the field of physical education and sport. It will require that a greater proportion of our national resources be allotted to this important aspect of education.

Where *are* your priorities, America?

Thursday, November 17, 1977

9:00 a.m. - 10:15 a.m. **Second General Session**
Auditorium, HEW North Building
Presiding: Thomas K. Minter, Deputy Commissioner for Elementary and Secondary Education, Office of Education
Some Implications of Medical and Physiological Research for Physical Education of American Children and Youth, Samuel M. Fox III, M.D., Director, Cardiology Exercise Lab, Georgetown University Hospital, Washington, D.C.
Physical Education and Sport for American Children and Youth in the Context of Lifelong Education, Leona Holbrook, Brigham Young University, Provo, Utah

10:15 a.m. - 10:45 a.m. **Refreshment Break**

10:45 a.m. - 12:30 p.m. **Third General Session**
Auditorium, HEW North Building
Presiding: C. Carson Conrad, Executive Director, President's Council on Physical Fitness and Sports
Involvement of Federal Agencies and National Organizations in Physical Education and Recreation, Donald Hawkins, George Washington University, Washington, D.C.
State Responsibilities for Physical Education and Sport, Gordon Jensen, Wisconsin State Department of Education, Madison, Wisconsin
Physical Education and Sport in Local School Districts, Asahel Hayes, San Diego City Unified School District, San Diego, California

12:30 p.m. - 1:45 p. m. **Noon Intermission**

1:45 p.m. - 3:45 p.m. **Fourth General Session**
Auditorium, HEW North Building
Presiding: William Wright, Norfolk State College, Norfolk, Virginia
Fitness of American Youth, Program Status and Implications for Physical Education in the United States, Guy Reiff, University of Michigan, and Walter Kroll, University of Massachusetts
Public Relations Strategies to Enhance Physical Education and Sport for the Handicapped and in General, Thomas M. Vodola, Ocean Township School District, Oakhurst, New Jersey
Opportunities for Sports Development Inherent in High Quality Programs of Physical Education, Barbara Forker, Iowa State University, Ames, Iowa

Some Implications of Medical and Physiological Research for Physical Education of American Children and Youth

SAMUEL M. FOX, III, M.D.
Director, Cardiology Exercise Lab
Georgetown University Hospital
Washington, D.C.

Dr. Fox spoke extemporaneously, using slides, and basing his comments on a series of studies relating to the effects of physical activity on cardiovascular disease. The findings tend to support the thesis that regular participation in moderate activity may be a factor in preventing coronary disease.

Dr. Fox emphasized the importance of physical education for all children and recommended that young people and the public at large be educated and encouraged to participate in vigorous sports or other activities throughout life.

Physical Education and Sport for American Youth in the Context of Lifelong Education

LEONA HOLBROOK
Brigham Young University

This is a sequence of 160 slides on topical divisions. The slides have been provided by professional leaders who have written the captions. The presentation of this program is prepared for *The National Conference of Senior Officials to consider Unesco Recommendations on Physical Education and Sport, Washington, D.C.* November 16-18, 1977. The complete list of slides by number, supplier and place, or the loan of the slide set may be arranged with Leona Holbrook, R.B. Brigham Young University, Provo, Utah 84602.

Topic: Teaching

Teaching represents competence through knowledge and skill together with a conscientious attitude.

Slide Titles:

The teacher must be present in the area and must teach

A teacher must give some individual attention

The first teaching and learning are for body management and skill

The teacher provides assurance but helps the child gain assurance

The child is taught about objects and persons

If these canoeists are to do well they must be taught well

The participant benefits from progressive instruction

Specific instruction is given with demonstration and opportunity for participation

Good teaching with correct practice makes perfect

Coaching is teaching

The good teacher uses well-selected media

Teaching should provide for all children of varying ethnic backgrounds

Activities should be for all ages based upon need and ability

Activity is a teaching and learning method for national and racial acceleration

Organizing is part of teaching. Everyone learns better if everyone has a ball

Everybody participates

Topic: Learning

The purpose of physical education is that the participant will learn.

Slide Titles:

Daily participation is a key to good learning at the elementary level

Children learn about body, self, space and shape

They learn about action, levels, and other things such as balls

They learn about themselves and relationships to space, objects and to others

They learn through varied environments, with good instruction, and scheduled time

They learn fundamental movements

He says "I can" while walking up a balance bench bouncing a ball

They learn the full meaning of such words as "on"

And "off"

They learn to cooperate in a small group to gain an objective

And in a large group to make a design in space and to understand cooperation

They learn to play with others of a different age group. This is integrated high school and junior high

Boys work toward improving their football passing skills

Swimmers learn survival skills

The king-size abacus is for learning and fun

You can be anything with a little fresh air, sun and imagination

A learning experience on the playground and in the world and forever for this boy

Topic: Programming

Programming provides the substance and the method by which the teacher teaches and the participant learns.

Slide Titles:

Primary children enjoy an obstacle course

Programs provide varying experiences

We call these activities educational gymnastics

The program provides for him to learn where he is and that what he does makes a difference

Kindergarten children catching yarn balls

Educational gymnastics provide movement exercises

Educational gymnastics provide learning experiences

They begin as all children do — by jumping

And they hang or travel

They try different ways to hang

Opportunity is given for exploration of hanging movement

And there is climbing for them, too

Educational gymnastics acquaint children with their own action, with objects, with space and with things

Parachute play is a favorite in Michigan

And in Hawaii, too

Educational gymnastics are learning experiences for all

Running over and around anything handy

Educational gymnastics include all children

Educational games are participating experiences and do not eliminate the players

Monster ball game

Scarfs in movement education

A version of a log roll for land lubbers

Topple Ball

Tee Ball

Nontraditional play activities are exciting for children and the student teachers

Gymnastics

Activities are suited to the abilities and maturation levels of students

Year-round swimming

Scuba diving in an indoor pool

Diving

Jump rope

Dancing is given emphasis in our programs

Girls in spring track

Combatives

Pillow polo, — a hard game with a soft touch

Martial arts are a nontraditional inclusion

Soccer is played on our outdoor field. We make larger goals and smaller fields for recreational games

Bowling classes

Snowshoeing on the school site

Fencing

Archery

Volleyball

Volleyball — women's most popular sport at our school

Gymnastics

Topic: Fitness and Training

The aspects of fitness for life and training for activity are basic.

Slide Titles:

No matter how you look at it fitness is important

Figure control class

Development of upper arms and shoulder girdle

Students try to complete the fitness course

The participant enjoys measuring his physical abilities

The weight machine is used to develop fitness

The weight machine is good training

Aerobics class on the tartan track

The new State Superintendent Certificates are awarded

A participant in a color coded fitness program

Topic: Special Education

Physical Education provides for activities which are both educational and recreational. In addition there is attention to therapeutic activity.

Slide Titles:

Table tennis has special offerings

The handicapped need encouragement and help

Adventure education is very special education

There is a place in physical education for everyone

Special programs are scheduled for some students

The therapeutic pool
These children learn to roller skate
We teach special students at some special hours
The elderly begin to work on movement
The elderly find a new and extended reach

Topic: Education beyond the Classroom

Education for life in the world can be taught and learned out in the world.

Slide Titles:
Free play is for learning
Balance and timing are important
Whether you like it or not — junior ice hockey
Youthful choice
Cross country skiing
Rock climbing — Project Challenge
Rapelling—Project Challenge
Back packing
The Smoky Mountains as a Classroom
Canoeing in Big Bend National Park
Outdoor Education
The Turkey Trot - Cross Country race for 200
Students on the university golf course
Instruction is a steppingstone
Making camp
Casting
Riflery
Archery
Gymnastics in meets
The drama and color of athletics
The annual May Day program
Demonstration for parents
Folk dance — Irish Lilt
Parachutes at a half-time demonstration
Rhythmic exercise demonstration
Student demonstration at a halftime
800-6th graders mark rhythm

Topic: Teacher Education

A teacher should have personal and professional competencies. Professional education should develop and enhance these.

Slide Titles:
I see; I hear; I do
Major class in ethnic dance
Teaching elementary teachers a balloon sequence
Inservice workshop
Student teacher confers with student leader
Informality in a supportive atmosphere
Student teacher interaction in a multicultural society
Student teacher during practice teaching
Inservice is a vital part of any program
Teachers learn to spincast at Wisconsin Dells

Topic: Scientific Research and Investigative Methods

Our practices are built upon theory, testing and evidence.

Slide Titles:
Research Center
Motor learning lab
Learning is flexible and challenging in the applied sciences
Undergraduate laboratory in exercise physiology
Physiology of exercise lab
The student enjoys measuring his abilities

Topic: Equipment and Facilities

Program success is partially dependent upon equipment and facilities.

Slide Titles:
There are no indoor facilities in the elementary schools in Hawaii
Build your own playground
New challenges in new playground equipment
An activity center provides many opportunities
Different textures on the playground
Recycled swing frames with cargo net
Badminton court
Tennis courts
Conference on elementary equipment
Facilities should have care and renovation

Topic: Activity in Lifelong Application

Slide Titles:
Tennis
Bicycling
Hang gliding
Camping
Sailing
Fishing

Involvement of Federal Agencies and National Organizations in Physical Education and Recreation

DONALD HAWKINS
George Washington University

In terms of getting started in our assignment, we felt it was very important to find out where we are at the present time. In taking a look at the various Federal programs and the activitities of national associations, we were not too pleased with the present status. We feel that there is a great deal of work to be done and a need for more vigorous leadership on the national level whether we are talking about national associations or Federal agencies. To take a look at what these major segments are doing we examined the activities of the Federal government, activities of national organizations, and activities of international organizations. We also went to Congress to review some of the recent legislative proposals.

We reviewed the various activities of the U.S. Office of Education, particularly the Title III, ESEA funds. We looked at the very strong and vigorous activities on behalf of women's physical education and sports dealing with women's equity and the now very famous Title IX and, of course, the newly developed community education programs. In particular, we felt that the activities of the Bureau of Education for the Handicapped were indeed outstanding. In the new legislation, P.L. 94-142, which is the Education for All Handicapped Act, physical education is actually mandated for handicapped children if it is provided for nonhandicapped children and youth. In addition, this agency has been funding research and training activities on an increasing basis each year.

The National Advisory Committee of the Handicapped, before it was put out of business by the Presidential elimination of all advisory committees, came out with a very strong recommendation to make physical education and recreation a priority of the Bureau and also to back up the priority by including it for every child in what they called the IEP — the Individualized Education Plan.

There are other activities in HEW that are not very subjective, but there has been some attention to physical education and sports in the Office of Child Development in programs like Head Start. In Youth Development, we have Run-away Youth Programs, Developmental Disabilities Office, Social and Rehabilitation Service. Finally, in the Administration on Aging, we have been very pleased to see that in the past two years the Administration on Aging has begun to fund physical education and recreation programs for the Older American Population.

The President's Committee on Employment of the Handicapped has a subcommittee on recreation and leisure. They have come out with a number of priority statements in this area and conducted some national conferences and activities.

Very often in physical education and sport we recognize the importance of having quality facilities but we do not analyze carefully enough where those facilities come from. We think that the only facilities are those that are generated through elementary/secondary schools or higher education facility development; but I would submit to you that if you look at places like the Department of Agriculture, you will find that they have been funding programs, particularly loans to develop recreation and sports facilities. The U.S. Forest Service is one of the largest providers of outdoor recreation sports facilities in the United States, in fact in the world. In the Department of Commerce there has been a number of sport developments financed through the Economic Development Administration. In the Department of Housing and Urban Development, their community development block grant program has funded facilities that are being used for recreation and physical education.

In the Department of Interior there is a large program called the Land and Water Conservation Fund. That has certainly spurred a lot of community development in outdoor recreation and sports facilities.

And then, in the Department of Treasury we have always a need to try to get our fair slice of the general revenue sharing monies that are distributed on an entitlement basis to cities and States throughout the country.

Other Federal agency activities could include those like the surplus land programs around military bases and other Federal installations that are turned over for recreation and sport facilities.

We have certainly heard from time to time of activities of the Department of State — their exchange programs and their concern for helping other countries develop adequate facilities.

And then we have the concern of the Consumer Products Safety Commission. We have probably been reading lately the concerns about the safety of skateboarding. There are some other dangerous types of sports and sports equipment that are being examined carefully by that agency.

Of course, we certainly want to emphasize the good work of the President's Council on Physical Fitness and Sports and their very, very vigorous leadership in educational activity on almost a nickle-and-dime budget. We are hoping that this condition will be ameliorated in the near future.

Now we look at some of the national associations and their work. Of course, we would begin with a classification of all of the national groups that should be included in such a survey of activity. We, of course, would look at our professional and scientific organizations; but there has been vigorous leadership from the American Medical Association and medical groups, American College of Sports Medicine, and leadership from time to time, but not lately, by organized labor. There is some new activity by industry, particularly this new American Association of Fitness Directors in Business and Industry. And then, of course, we have our various consumer organizations that represent the interest of minorities — women and other groups.

We then come to our major organizations. The American Alliance for Health, Physical Education, and Recreation has been very active with information activities recently, helping to support local physical education, particularly the PEPI Project. The U.S. Olympic Committee seems to be recharged and is launching not only a concern for the excelling athlete but also a concern for mass participation in sports. We have, of course, the perennial strong organizations in sports called the NCAA and the AAU. Unfortunately, the bickering seems to continue among some of these organizations. In fact, we really have what you might call a low status when you take a look at how policy formulators, whether in the public sector or the private sector, view the importance of physical education and sports. Maybe this could be attributed, in the task force's opinion, to almost a self-limiting conceptualization of physical education and sports as something that is of concern only to children and youth, that it shouldn't be a life span emphasis. Perhaps there is another self-limiting concern that the only good things that happen, happen in either nonprofit or educational agencies, that the public park recreation systems and the commercial/private sectors don't make an impact of any substance. I think we have got to challenge all of those notions. When we begin getting people closer together, maybe we will have effective national action.

Next, we reviewed proposed legislation. Unfortunately there isn't too much in the way of proposed legislation except for Senate Bill S-2036, which is the Amateur Sports Act of 1977. The goal of that legislation is to encourage broad-base participation in sports by all U.S. citizens and provide mechanisms which will ensure the right to govern a particular sport to the most capable and representative private organization. It would give the Olympic Committee power to control, coordinate, and develop amateur athletic activity in the U.S. and abroad. And finally it would put some teeth into the activities of athletes who really want their own civil rights and due process, and it would ensure the right to participate officially in internationally sanctioned competition. We have some problems with that legislation — one of the three principal problems seems to be the athletes' right issue. We have had some other concerns from organizations like AAHPER that the bill doesn't go far enough in supporting existing physical education and sports programs, particularly in the educational system. And finally our sports medicine field would like to see more emphasis in sports medicine, particularly the application of research findings in practical operations of physical education and sports. This particular piece of legislation is being actively debated now.

Now, we also took a look at the international concerns because you really can't separate national policy, in many cases, from international policy. As you all know, this conference is a spin-off of many international discussion activities. Here in Washington, October 24-28, we had a group of experts from the Unesco-European region discuss the implications of the Unesco reports, just as we are discussing the implications for the United States. They seemed to express a need for more continuity, which seems to be the theme. Continuity in terms of development levels, continuity in terms of coordinating education with recreation, and coordinating the public sector with the private sector. And then, of course, continuity in terms of life span emphasis — birth to death.

We are very concerned that until these national organizations and Federal agencies get their act together, until this disunity subsides and we move toward unification based upon general principles, we are going to continue to have an absence of leadership. We would like to see these many programs of the Federal nature, or the national associations, or the private sector be better utilized. First, they have to be recognized in terms of their existence and then people have to get a little bit more sophisticated in terms of grantsmanship and resource development to access those resources. Then we need better coordination among the local, state, and Federal officials. What is the appropriate Federal role in general or in specific terms dealing with handicapped, women, disadvantaged? Are current Federal programs really being used to their full potential? We really felt that there are a lot of programs out there that could indeed serve our needs, but we have not reached their power structure so they are ineffectively utilized. Then, what about all the good programs that we hear about at conferences like this? Why aren't they being mass utilized across the board? It's probably based upon very poor marketing strategies, utilization of Federal products in particular, and just ineffective coordination and transfer of knowledge. Then, how do we sell these key governmental officials on the importance of physical education and sports, including our legislature, and how do we get the national organizations working together? These are very easy questions to raise, but their solution is very difficult.

Now to the actions. The first action is that we are suggesting the development of a clearinghouse at the national level to handle specialized problems relating to physical education and sports, such as the dissemination of research information, effective physical education models, etc. We don't really consider the fact that the Eric Clearinghouse on Teacher Education has a minor emphasis in physical education and sports to be an adequate national clearinghouse for a field that has the kind of concerns that we have.

The second action is the establishment of a national entity, either some existing organization or some new entity which can actually be the coordinating body to translate national policy and Federal actions and the efforts of private organizations and the private sector into effective utilization by physical education and the recreational or the competitive sports interest in the United States.

The third action is to obtain commitment for USOE's national diffusion network to support more dissemination projects in physical education.

The fourth action deals with providing assistance of all types, particularly training and technical assistance at the individual school, school district, and board of education level in order to help them implement these model programs.

The fifth action is a monitoring action. Now that legislation, as well as civil rights cases, say physical education should be offered to handicapped individuals, we would like to see that it indeed occurs at the local level.

Action #6 deals with some problems that our members from the Bureau of Education for the Handicapped have indicated to us. They have literally funded millions of dollars, probably five or six million dollars, in very innovative physical education and recreation programs, but I bet most of you don't know much about them because they really haven't taken their research products to the adoption and marketing stages.

The seventh recommended action deals with just simply increasing Federal concerns because the Federal Government gets concerned with those who are dropped in between the cracks, if you will. We are particularly concerned about our handicapped population, our economically disadvantaged, aged, women, and other vulnerable populations.

The eighth action is the recommendation to actually expand the availability of sports facilities so that they are used more fully by all our citizens and that they are accessible to the handicapped. Particularly, we think, concepts like the community-school movement are developing, and the use of military bases and similar facilities are good steps in that direction.

The ninth action deals with the development of unified efforts on the part of educators, sports organizations — all these players, if you will, in order to work together to provide optimum opportunity in physical education and sport.

The tenth action is coming almost out of that legislation I mentioned earlier, the Senate Bill, where we might get some kind of a major fund raiser like a commemorative coin and medal program which could generate significant sums of money to be distributed throughout the country for physical education and sports programs, certainly to help our concern for mass participation.

Then, we also are very supportive of the Unesco concern that there be continuity of effort in the terms that I described before.

Even though some of these actions can be initiated now, and we can all certainly work together to find the best methods of implementation and access organizational responsibility, we don't really think anything is going to happen until somebody takes a look at the possibility or the feasibility of establishing a national policy for physical education and sports. We have many policies in this country that guide our actions. We have energy policies, and we have policies that deal with return to basics in education. We have no such broadly-based policies that really deal with bringing together our public concern for physical education and sports in an effective national action program that clearly outlines responsibilities or no responsibilities accessed to Federal agencies, to national organizations, and to the private sector.

We have a few questions to pose in closing. First, even though academically we have been stating the benefits of physical education and sports to the citizenry, to the private sector, to society in general, these benefits have not been documented. The fact that you get some lab tests that show physical activity increases aerobic capacity and maybe reduces heart problems doesn't necessarily mean you have sold physical education and sport. What's the economic impact of physical education and sport in this country — how important is it — how many jobs are created? We don't have such data. We need to get them in order to set the bases for a broadly formulated policy.

Second, how do physical education and sports relate to other priorities? How many times at conferences have we recognized that we are not the only priority of this government or of the world governments? Is physical education one of the basics in education? There are many such priorities that we need to study so that we can intelligently relate our priorities to theirs.

Third, what goals can we formulate for specific age groups, developmental levels, government, the private sector, and citizens? We can't do everything for people — people have to do things for themselves as well.

Fourth, what are the specific objectives that we can formulate to guide more detailed policy analysis, programmatic actions, affecting everybody — the economy, the environment, governmental operations in the educational systems?

Finally, should government/national organizations reorganize their structure, their functions, and their activities to better serve the consumers' need for physical education and sports? Now we don't think you are going to come up with easy answers to these very, very difficult questions but if we don't begin addressing these issues in a comprehensive fashion we are really not going to change this very undesirable present status of apathy, inaction and vested interest.

State Responsibilities for Physical Education and Sport

GORDON JENSEN
Wisconsin State Department of Education

The Task Force assignments for this conference imply a divided responsibility for providing high quality physical education and sports programs in our country. National government, State governments and local governments, as well as a host of non-governmental agencies must be involved. No one group, regardless of its capabilities or resources, can do the job alone. No one group should be expected to assume the total task, although all have a moral responsibility to contribute.

There is one agency, however, which has more than a moral responsibility. The writers of our Federal Constitution chose not to deal specifically with education from a national level, although their interest in education was obvious. Since issues not dealt with at the Federal level become State responsibilities, education falls into that category. Physical education, as a part of general education, is unquestionably a legal responsibility of the State.

States could, of course, delegate that responsibility to local school districts, but there are many reasons for not doing so. For one thing, financial resources vary so greatly from community to community that provision of equal educational opportunities for all the children in a given State would be impossible. In addition, not all communities are willing to support education to the extent necessary to assure adequate programs. Consequently, State supervision and support of public education, including physical education, seems essential.

The purpose of this paper is to underscore the responsibility of State government to assure physical education and sport opportunities in the public schools and to suggest ways in which that responsibility may be satisfied.

Prerequisite to any State action, of course, is the recognition by State officials of the importance of physical education and sport in the educational picture. If local school districts differ in their ability and willingness to support physical education, so do States. Although the encouragement of States to fulfill their responsibilities is a topic of tremendous importance, it is not within the scope of this paper. I hope that those who deal with national programs, professional responsibilities, medical aspects of physical education and public relations will offer some help in that direction.

Assuming that States accept responsibility for physical education and sport, their first task is to provide a statutory base for such programs. State law should mandate physical education for all children. There seems to be no other means of assuring baseline programs in all school districts. The sensitive issue of local control of education, however, should be recognized. While mandatory physical education is desirable, detailed State curriculums present both practical and philosophical problems. Practically, all school districts do not have the facilities, personnel, or resources to follow a rigid State program. Philosophically, structured State curriculums ignore the widely accepted belief that the objectives of physical education and sport can be attained in a multitude of ways.

Effective State mandates acknowledge the differences in communities, but they do not compromise the objectives of physical education. All school districts can provide programs which include basic movement skills, low-organized games, team sports, individual and dual sports, physical fitness activities, rhythms and dance, plus knowledge and understanding of the effects of physical activity on the human organism. The specific activities may not be the same in all communities, but all children can receive the benefits of a comprehensive physical education program.

Along with mandatory programs, the State should take steps to guarantee that physical education and sports are conducted by appropriately prepared teachers. This implies some type of certification based on the attainment of carefully developed competencies. Most State education agencies operate on a program approval basis in matters of teacher certification. This means that colleges and universities develop teacher education programs which are presented to the State agency or licensing body for approval. Once approval is given, graduates of the program are eligible for certification.

The key to successful certification programs is the development and application of criteria which guarantee that teachers in training receive the kinds of experiences which are most likely to produce competent professionals. Among these experiences, early, regular and varied contact with children is one of the most important.

Although it is important that States establish standards for teacher preparation, it is equally important that universities and colleges be given ample leeway in determining how they can best satisfy those standards. Too much talent exists within the staffs of our institutions of higher learning to run the risk of their being stifled by excessively rigid State requirements.

When appropriate physical education programs are mandated and effective teacher preparation is established, the next logical topic to address is curriculum. As suggested in the discussion of mandatory programs, rigid State curriculums are neither practical nor desirable, yet a certain level of quality must be assured. Physical education curriculum makers must develop programs that are appropriate for the age levels and developmental levels of the children involved. Sequences of instruction must be logical and practical. Activities must be interesting and challenging. Above all, curriculums must be based on the needs of children. For too many years we have molded children into the format of pre-determined curriculums.

The State's role in curriculum development should be one of leadership. Although one State curriculum seems undesirable, State guidelines are invaluable to local school districts. The processes of curriculum construction should be emphasized so that local districts may be successful in developing appropriate programs for their unique needs. Sample curriculums should be developed and pilot programs established so that local districts may adopt what is good for their children. Demonstration centers should be established where anyone interested can observe the best current practices in physical education instruction.

If a State, through its legal authority and leadership, can assure programs of physical education and sport in all districts, guarantee competent teachers, and foster superior curriculum development, the likelihood of success is quite good. Yet these three factors are only the basic ingredients of good physical education. A number of other factors must also be considered.

High on the list of priorities is research. The state of our knowledge about physical education and sport is still rather basic in spite of all the experience we have had. Physical educators tend to be activity experts and research neophytes. We are inclined to make claims which are difficult to substantiate. Among the topics we need to research are the relationship between physical activity and classroom success, the most efficient scheduling practices, the most effective motivational techniques and the differences in physical potential, if any, between boys and girls. The answers to these problems and others like them may set the eventual course of physical education in this country.

From the standpoint of State responsibility, research can hardly be mandated, but State personnel are in an ideal position to encourage and facilitate research. State supervisors know the local physical education problems which require solutions, and they also know the capabilities of universities to conduct research. It is the responsibility of State personnel to bring researchers and practitioners together. State departments of education can conduct some research themselves, but more important, they can suggest direction, supply resources, and open sites of research within the schools under their jurisdiction.

Still another State responsibility lies in the area of teacher inservice education. New State laws, new Federal laws, new techniques and new knowledge necessitate almost continuous updating of teachers in the field. It is possible for States to require periodic professional growth experiences for teachers, but it is essential that States provide workshops and clinics in sufficient numbers and in convenient locations so that all physical education teachers have access to them.

Not the least of the State responsibilities in physical education is familiarity with possible sources of funding and dissemination of this knowledge to local school districts. Categorical funding programs at the Federal level have never seriously addressed the need in physical edu-

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cation. Those responsible for State programs have been even more apathetic. Although physical and mental health, psychomotor development and recreational skills are included in most lists of education objectives, physical education was not included in the list of critical subject matter areas of the Elementary and Secondary Education Act.

Still, we must admit that physical educators at all levels have failed to take complete advantage of the funding which has existed. Too few physical education programs were developed under ESEA, Title I. Too few audiovisual aids and published materials on physical education and sport were purchased under ESEA, Title II. Too few innovative physical education programs were developed under ESEA, Title III. Too little physical education research was conducted under ESEA, Title IV, and too few staff members were added to State departments under ESEA, Title V.

At the present time, physical education materials are eligible for purchase under ESEA, Title IV-B, and physical education projects may be supported by the competitive funds available under ESEA, Title IV-C. We are also moving into the era of P.L. 94-142 with physical education for the handicapped written into the law for the first time.

Obviously it is within the responsibility of State agency physical education personnel to see that children with needs in the psychomotor area receive the benefits of special funding programs. This may mean competing for equitable consideration within one's own agency and it certainly means passing on pertinent information to the appropriate people within local school districts.

I am running out of time, but I feel compelled to discuss briefly one more State responsibility, perhaps the most important of all. Local school boards would be more apt to provide sufficient physical education teachers, facilities, supplies and time if they were adequately informed about the values of physical education. School administrators would fight for good physical education if they were convinced of its worth. Parents would demand better physical education if they really knew what it could do for their children. State agency personnel are in the ideal position to provide appropriate information, and they have considerable assistance available through such sources as the AAHPER Public Information Project and the President's Council on Physical Fitness and Sports. I will not say more about this because Tom Vodola will cover public relations this afternoon. He is an expert in the field of information dissemination, and I suggest that you listen to his presentation carefully.

In summary, I have outlined some of the State's responsibilities in physical education. Obviously there are many more. The State must accept the primary responsibility because the provision of public education is a legal State function. However, it should be emphasized that States should not function alone in assuring high quality physical education programs. Significant resources exist at both Federal and local governmental levels. Additional assistance may be obtained from AAHPER, State physical education associations, the Society of State Directors of Health, Physical Education and Recreation, the President's Council on Physical Fitness and Sports, colleges and universities, medical associations, YMCAs, YWCAs, and the like. All such resources should be utilized in bringing the best possible physical education to children wherever they may live.

The following study of State requirements for public school health and physical education programs is based on information gathered during the 1976-77 school year from State departments of education. Members of the Society of State Directors of Health, Physical Education and Recreation were especially helpful.

Although every effort was made to insure accuracy, some errors may have occurred because of misunderstanding of the survey form used. In other cases, survey forms were not returned, and no reports are included for those States.

As you examine the study, we would appreciate being informed of errors which may be corrected in a supplement. We would also be pleased to receive comments or suggestions for changes, either in content or format, which might make subsequent studies more useful.

Elem. = Elementary Level
JH = Junior High School
SH = Senior High School

STATE REQUIREMENTS

State	PHYSICAL EDUCATION				HEALTH			
	Required	Time Requirement	Specific Program Content Required	Changes Anticipated	Required	Time Requirement	Specific Program Content Required	Changes Anticipated
Alabama	Yes	X	X		Yes		X	
Alaska (no info.)								
Arizona	No				No			
Arkansas	Yes	X			Elem.			X
California	Yes	X	JH and SH		Yes		X	
Canal Zone (no info.)								
Colorado (no info.)								
Connecticut	Yes				Yes		X	
Delaware (no info.)								
District of Columbia	Elem., JH & 10th	JH and SH	X	X	Elem., JH & 10th	JH and SH	X	X
Florida	SH until 1978				No			
Georgia	Elem.	X		X	Elem.	X	X	X
Guam (no info.)								
Hawaii (no info.)								
Idaho	Yes	X			Yes			
Illinois	Yes	X		X	Yes	JH and SH	X	
Indiana	SH	X		X	SH	X		X
Iowa	Yes			X	Yes		Yes	
Kansas	SH	X			Optional - 1/2 P.E.	X		
Kentucky	Yes	X			Yes	X	X	
Louisiana	SH	X	X		SH	X		
Maine	Yes				Yes			
Maryland	Yes	X			No info.			
Massachusetts (no info.)								
Michigan	Yes				Must be offered		–	
Minnesota	Yes	X		X	Yes	X	X	
Mississippi	Yes-Elem; Op. JH & SH			X	Yes-Elem. & JH; Op. SH			X
Missouri	Yes	X		X	No			X
Montana	Yes	SH		X	Yes	SH		

Nebraska	No				Must be offered			
Nevada	Yes	SH			SH	SH	SH	
New Hampshire	Elem.	SH			SH	SH	SH	
New Jersey	Yes	Elem.			No			
New Mexico (no info.)		X		X	Yes	X	X	
New York (no info.)								
North Carolina	Elem. & JH							
North Dakota (no info.)			X		Elem. & JH			
Ohio	Yes							
Oklahoma	Grades 1-6	JH and SH			Yes	JH and SH	X	
Oregon	Yes	X			No			
Pennsylvania	Yes	X	X		Yes	X	X	
Puerto Rico (no info.)				X	Yes		X	X
Rhode Island (no info.)								
Samoa (no info.)								
South Carolina	Yes							
South Dakota	Yes	X			Yes	X		X
Tennessee (no info.)					Yes			
Texas	Yes							
Utah	JH and SH			X	Yes			X
Vermont	Yes	X			JH and SH	X		
Virginia	Yes	X			No			X
Virgin Islands (no info.)		JH and SH		X	Yes			X
Washington	Yes							
West Virginia	Yes	X			Yes			
Wisconsin	Yes	X			JH or SH			
Wyoming	No	Elem.			Yes			
					No			

STATE REQUIREMENTS IN PHYSICAL EDUCATION

State	Required?	Time Requirement (per week)	Specific Program Content Required	Changes Anticipated
Alabama	Elem. yes JH yes SH yes	Elem. daily JH daily SH daily	Yes	None
Alaska (no info.)				
Arizona	No	None	No	None
Arkansas	Elem. yes JH no SH yes	Elem. 20 min. daily JH none SH 1 yr.	No	None
California	Elem. yes JH yes SH yes	Elem. 200 min./10 days JH 400 min./10 days SH 400 min./10 days (gr. 11 and/or 12 opt.)	Elem. no JH yes SH yes	None
Canal Zone (no info.)				
Colorado (no info.)				
Connecticut	Elem. yes JH yes SH yes	None	No	None
Delaware (no info.)				
District of Columbia	Elem. yes JH yes SH - gr. 10	Elem. none JH 2-5 periods/wk. SH 5 periods/wk. - alternating w/health	Yes	Additional requirements in physical education gr. 10 & 11 hopefully will be restored
Florida	Elem. no JH no SH until 1978	None	No	None
Georgia	K-8 yes	30 min. daily - alternating w/health	No	1/2 unit in gr. 9-12
Guam (no info.)				
Hawaii (no info.)				
Idaho	Elem. yes JH yes SH yes	Elem. 15 min. daily JH 1 yr. SH 1 yr	No	None
Illinois	Elem. yes JH yes SH yes	Elem. daily JH daily SH daily	No	Legislation pending to drop 4 yr. HS requirement to 2 yr.
Indiana	Elem. no JH no SH yes	SH 1/2 credit w/health	No	Proposed regulations for elementary and secondary programs
Iowa	Elem. yes JH yes SH yes	None	No	Provision for meeting needs of handicapped students
Kansas	Elem. no JH no SH yes	SH 55 min. daily for 1 yr. (may use health for 1/2 cr.)	No	None
Kentucky	Elem. yes JH yes SH yes	Elem. 120 min./wk. JH 120 min./wk. SH 1/2 unit	No	None
Louisiana	Elem. recom. JH recom. SH yes	Elem. 30 min./day recom. JH 50 min./day recom. SH 2 units (55 min. daily)	Elem. no JH no SH yes	None
Maine	Elem. yes JH yes SH yes	None	No	None
Maryland	Elem. must be offered JH must be offered SH yes	Elem. no JH no SH 2 per./wk.	No	None

STATE REQUIREMENTS IN PHYSICAL EDUCATION—Cont'd.

State	Required?	Time Requirement (per week)	Specific Program Content Required	Changes Anticipated
Massachusetts (no info.)				
Michigan	Elem. yes JH yes SH yes	None - Daily up to 150 min./wk. for Elem. & 1 period/day for Secondary recommended	No	None
Minnesota	Elem. yes JH yes SH yes	Gr. 1-6 30 min./day Gr. 7-9 80 clock hr. 1/2 cr. to graduate	No – recommended	Kindergarten 45 min./wk.
Mississippi	Elem. yes JH opt. SH opt.	None	No	Number in class
Missouri	Elem. yes JH yes SH yes	Elem. 2 30 min. per wk. JH every other day SH daily for 1 yr. or equivalent	No	Eliminate Elem. competitive athletics; require written program; expand voluntary and electives
Montana	Elem. yes JH yes SH yes	Elem. no JH no SH 135 min./wk. in gr. 9-10	No	Meet individual needs
Nebraska	Elem. no JH no SH no	Suggested 30 min./5 times wk. for Elem. & 30 min./2 times wk. for Secondary	No	None
Nevada	Elem. yes JH yes SH yes	Elem. no JH no SH 4 semesters or 2 yr.	No	None
New Hampshire	1-8 yes 9-12 recom.	Elem. daily Secondary—recommended 2 times/wk.	No	None
New Jersey	Elem. yes JH yes SH yes	Elem. 150 min./wk. JH 150 min./wk. SH 150 min./wk.	No	Possibility of athletes being excused. Pending revision of coaching requirements.
New Mexico (no info.)				
New York (no info.)				
North Carolina	Elem. yes JH yes SH no	None	Standard course of study	None
North Dakota (no info.)				
Ohio	Elem. yes JH yes SH yes	Elem. no JH 2 per./wk. SH 2 per./wk. for 2 yrs.	No	None
Oklahoma	Gr. 1-6 yes Gr. 7-12 - must be offered	Gr. 1-6 75 min./wk. Gr. 7-12 150 min./wk.	No	None
Oregon	Elem. yes JH yes SH yes	Elem. 8% JH 8% SH 1 unit	Yes	None
Pennsylvania	Elem. yes JH yes SH yes	None	No	Developing competency based requirements in all areas of cur. by 1981
Puerto Rico (no info.)				
Rhode Island (no info.)				
Samoa (no info.)				

STATE REQUIREMENTS IN PHYSICAL EDUCATION–Cont'd.

State	Required?	Time Requirement (per week)	Specific Program Content Required	Changes Anticipated
South Carolina	Elem. yes JH yes SH yes	Elem. 15 min. daily JH 15 min. daily SH 1 unit	No	None
South Dakota	Elem. yes JH yes SH yes	None	No – recommended	None
Tennessee (no info.)				
Texas	Elem. yes JH yes SH yes	None - Recommend 30 min. daily K-3; 40 min. daily 4-6; 130 hr. JH; 5 qtrs. SH	No – recommended	No time requirement
Utah	Elem. recommended JH yes SH yes	Elem. 30 min./day recom. Gr. 7-9 1 sem. until 1978 Gr. 10-12 1 sem.	No – recommended	None
Vermont	Elem. yes JH yes SH yes	Elem. 40 min./wk. JH 200 min./wk. SH 200 min./wk (1 yr. only)	No	None
Virginia	Elem. yes JH yes SH through gr. 10	Elem. 30 min. daily recommended JH 60% P.E.-40% health SH 60% P.E.-40% health	No – guides are available	Separation of health and physical education in JH, SH
Virgin Islands (no info.)				
Washington	Elem. yes JH yes SH gr. 9-10; 11-12 opt.	Gr. 1-8 20 min./day SH 90 min. wk.	No	None
West Virginia	Elem. yes JH yes SH yes	Elem. 30 min. daily JH 1 class daily SH 2 per. weekly	No	None
Wisconsin	Elem. yes JH yes SH yes	Gr. K-6 daily Gr. 7-12 no	No	None
Wyoming	No	None	No	None

STATE REQUIREMENTS IN HEALTH

State	Required?	Time Requirement	Specific Program Content Required	Changes Anticipated
Alabama	Elem. yes JH yes SH yes	None	Yes	None
Alaska (no info.)				
Arizona	No	None	No	None
Arkansas	Elem. yes JH no SH yes	None	No	JH and SH require 1 semester
California	Elem. yes JH yes SH yes	None	Elem. and JH - drugs, alcohol, tobacco SH - drugs, alcohol, tobacco, first aid	None
Canal Zone (no info.)				
Colorado (no info.)				
Connecticut	Elem. yes JH yes SH yes	None	Drugs and alcohol	None
Delaware (no info.)				
District of Columbia	Elem. yes JH yes SH Gr. 10	Elem. no JH 40-70 hrs. SH 90 hrs.-Gr. 10	Yes	More emphasis on health, human sexuality and venereal disease
Florida	No	None	No	None
Georgia	K-8 yes	30 min. daily - alternating w/P.E.	Gr. 5-12 – drugs	Added 1/2 unit Gr. 9-12
Guam (no info.)				
Hawaii (no info.)				
Idaho	Elem. yes JH or SH yes	None	No - recommended	None
Illinois	Elem. yes JH yes SH yes	Elem. no JH 1 semester SH 1 semester	Yes	None
Indiana	Elem. no JH no SH yes	SH 1/2 credit w/P.E.	No	Proposed - Kdg. 10%; Gr. 1-8 5%
Iowa	Elem. yes JH yes SH yes	None	Health topics outlines by state code	None
Kansas	Elem. no JH no SH opt.	SH may use 1/2 unit for P.E. unit	No	None
Kentucky	Elem. yes JH yes SH yes	Elem. and JH - same as other subjects SH 18 wks. (1/2 cr.)	Yes	None
Louisiana	Elem. no JH no SH yes	SH 30 hrs.	No	None
Maine	Elem. yes JH yes SH yes	Elem. 20 min./day recom. JH 1 sem. recommended SH 1 sem. recommended	No	None
Maryland (no info.)				
Massachusetts (no info.)				
Michigan	Must be offered	None	No	None
Minnesota	Elem. yes JH yes SH yes	Elem. 60 min./wk JH 60 hrs./1 gr. SH 60 hrs./gr. 10	Drug education; other areas recommended	None
Mississippi	Elem. yes Jh yes SH opt.	None	No	Health teacher

STATE REQUIREMENTS IN HEALTH—Cont'd.

State	Required?	Time Requirement	Specific Program Content Required	Changes Anticipated
Missouri	Elem. no JH no SH no	None	Guidelines furnished	Schools required to develop and implement comprehensive health instruction program
Montana	Elem. yes JH yes SH yes	Elem. no JH no SH yes	No	None
Nebraska	Must be offered	None	No	None
Nevada	Elem. no JH no SH yes	Elem. no JH no SH 1 semester	Yes	None
New Hampshire	Recommended	None	No - alcohol, drugs, and V.D. inst. Recommended	None
New Jersey	Elem. yes JH yes SH yes	Elem. 150 min./wk. JH 150 min./wk. SH 150 min./wk.	10 hrs. drug education grs. 7-12	None
New Mexico (no info.)				
New York (no info.)				
North Carolina	Elem. yes JH yes SH no	None	Standard course of study; alcohol and drugs in 1 or more gr.	None
North Dakota (no info.)				
Ohio	Elem. yes. JH yes SH yes	Elem. no JH 2 per./wk. SH 1 sem. of 5 days/wk. or equiv.	Drugs, alcohol, V.D., and tobacco	None
Oklahoma	No	None	No	None
Oregon	Elem. yes JH yes SH yes	Elem. 7% JH 7% SH 1 unit	Yes	None
Pennsylvania	Elem. yes JH yes SH yes	None	Alcohol, drugs, T.B. and its prevention	Developing competency based requirements in all curriculum areas by 1981
Puerto Rico (no info.)				
Rhode Island (no info.)				
Samoa (no info.)				
South Carolina	Elem. yes JH yes SH opt.	Elem. 15 min./day JH 15 min./day SH 1 yr.	No - State curriculum guide recommended	Increase time in elem. and to sem. course in 6-8 gr.; require at SH
South Dakota	Elem. yes JH yes SH yes	None	No - guidelines recommended	None
Tennessee (no info.)				
Texas	Elem. yes JH opt. SH yes	Elem. Wkly. recom. JH Elective SH 2 qtrs. recom.	No - recommended	New health certification
Utah	Elem. recommended JH yes SH yes	Elem. no JH 1 sem. (none after 1978) SH 1 sem.	No - recommended	None
Vermont	No	None	No	Legislation is considering health education bill
Virginia	Elem. yes JH yes SH through grade 10	Elem. no JH 40% health-60% P.E. SH 40% health-60% P.E.	No - curriculum guides are available	Separation of health and physical education

STATE REQUIREMENTS IN HEALTH—Cont'd.

State	Required?	Time Requirement	Specific Program Content Required	Changes Anticipated
Virgin Islands (no info.)				
Washington	Elem. yes JH yes SH yes	None	No	None
West Virginia	Elem. no JH or SH	Elem. no JH or SH 1/2 unit	No	None
Wisconsin	Elem. yes JH yes SH yes	None	No	None
Wyoming	No	None	No	None

Physical Education and Sport in Local School Districts

ASAHEL HAYES
San Diego City Unified School District

The challenge for action to promote the health and welfare of individuals and communities through physical education and sports has never been greater than it is today. It is well established that school-aged children and youth have a basic need for physical activities which contribute to physical, social, emotional, and mental growth and development. The unique and far-reaching contributions of physical education and sport experiences to growth and development make them essential elements in school level education. The purposes of education are to deal with the needs and interests of individuals in society as well as the perpetuation of that society. The decisions and work of people and agencies at all levels must eventually be reflected in action at the local level and must touch on the lives of individual people.

Today, in many instances, there is an increasing interest and acceptance of the importance of exercise in the lives of people even though in many instances there is a lessening of interest and support. There are more adults jogging, playing tennis, joining health clubs, cycling, and skiing than ever before. There are also many cutbacks in the number of elementary school physical education teachers, reduced physical education curriculum requirements and a loss of supervisors and consultants in physical education. As our good friend, Casey Conrad, executive director of the President's Council on Physical Fitness and Sports, often says, "These are the best of times and the worst of times."

It would be easy to develop a list of educational, sociological, cultural, political, economic and practical conditions and issues hinted at in the Unesco report that have a bearing on local programs in our field and will be important in the future. However, I will touch on three that I consider important and basic to continuation and improvements in school programs in physical education and sport:

1. Combining facilities, resources, personnel and other elements of school and community programs at the local level.
2. Leadership for improved school physical education and sport.
3. School physical education requirements and curriculum content and the teaching done to implement curriculum and the teaching required to implement improvements.

Communitywide Approach

Unesco recommendation No. 3 suggests "that physical education and sport for young people be pursued jointly both in school and out of school and that better collaboration be established between school and community program developers."

There are valid efforts at cooperative planning, budgeting and conduct of programs, and there are concrete examples of progress in nearly all communities; but I would challenge us all to actively pursue the following:

1. Local, State, and Federal legislative authority and support to tackle this issue
2. Administrative and organizational adjustments to handle those day-to-day management concerns that will improve programs to bring better services and education to community residents
3. Close cooperation with youth-serving agencies and programs such as the YMCA, girl's clubs, and bobby sox softball. It is a desirable concept to develop skills and abilities in instructional physical education programs and to encourage children and youth to use these learnings in various governmental and youth-serving agency programs. But I have observed relatively little cooperative planning, financing, or even discussions among representatives of various community programs and school leaders dealing in such programs.

One writer in this area cites the following conditions as antecedents to a lack of cooperation:

1. Most formal groups are more motivated to protect their own "empire" than to serve the community; they are interested in only modest change at best.

2. Most agencies and institutions have a high degree of autonomy which they do not desire to share with others.

3. Most groups relate quality to dollars, and there is a constant effort to compete for money and recognition.

It is true that budget and facilities situations are tight; but more positive school-community interaction has great potential for improved programs and service to all segments of the local area including some not now served (adults, particularly older adults, and pre-school children). Such efforts will also serve as an influential element in public affairs and support programs.

Leadership

The real improvements in experiences for students in a subject area, any semblence of quality control, any hope for internal and external public affairs activity must come from leadership which participates with a high degree of expertise and takes an advocatory position for the proven contributions and great potential in school physical education and sport. There must be administrative and resource personnel such as consultants and directors of physical education who have training and experience in physical education and sport immediately available to all schools to ensure program improvements.

Good teachers have wanted the kind of assistance and direction that is provided by people with an expertise and experience in their field. It goes without question that such personnel must have management qualities also.

This is true in the school district, in the State department of education, and in the U.S. Office of Education where there currently is no office of physical education.

Curriculum

Local physical education people generally believe there must be a strong State-mandated requirement so there isn't constant local change as a result of pressure, finances, and new administrative or policy-making persons. I will not discuss details of current requirements from the State level since that is covered in another presentation.

What should be required? The President's Council on Physical Fitness and Sports, citizens appointed by the President of the United States to the most prominent advisory group on physical education in this country, says, "All school children in grades K-12 should be required to participate in daily programs of physical education."

Ninety percent of the adults surveyed by the Opinion Research Corporation of Princeton, New Jersey, for the President's Council on Physical Fitness and Sports, said physical education should be required in both elementary and secondary school. Incidentally, those adults who were in school physical education are more likely to exercise in adulthood. A California statewide study showed that three-fourths of the parents believe physical education should be required all the way through high school.

Nineteen prominent executives in business and industry from leading corporations throughout the country have prepared this statement:*

A Statement

Physical Education—An Essential School Subject for the Nation's Work Force

WHEREAS, the lack of physical fitness among the Nation's work force results in an alarming waste of human and financial resources; and

WHEREAS, substantial evidence supports the belief that serious, chronic health problems, such as heart disease and low back disabilities, begin in childhood and adolescence; and

WHEREAS, studies have shown that a relationship exists between quality physical education and the physical activity habits of adults;

THEREFORE, be it resolved that the Special Advisors on Business and Industry of the President's Council on Physical Fitness and Sports strongly urge all school districts to require daily physical education for all children and youth for grades K-12. In addition, the Special Advisors recommend that schools emphasize the following areas in physical education:

1. Identification of the physically underdeveloped pupil and provision for appropriate, progressive, developmental physical activities to correct this condition.
2. The attainment of an optimal level of physical fitness by all pupils.

And what should the curriculum content be? This question is answered when the goals and objectives of the program are established. The general goals of physical education are well-documented and have been consistent for many years.

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*Special Advisors on Business and Industry for the President's Council on Physical Fitness and Sports.

Statements about desired outcomes of physical education programs nearly always include these areas: 1) physical fitness and/or health - heart/lung endurance, muscle strength/endurance, flexibility, body composition; 2) skills of movement - sports, games, dances, or balance, coordination, speed, agility, posture; 3) self-image; 4) social and emotional growth; and 5) appreciations and understandings. Can we do all things for students all the time? What should the priorities be?

Let me read you a quote. "In view of the prominence given organized physical education in almost all schools of any repute in America, we should be justified in assuming that physical educators generally are in close agreement about the purposes for which this phase of education exists. Therefore, it is with surprise and some consternation that we still discover rather widespread confusion and contradiction about the purposes of the physical education program, even among those engaged in the profession." Does that sound like the *Physical Educator* or *Update*, 1977? It was written by two leaders in the profession, Eugene Nixon and Fred Cozens, in 1941.

I would suggest that the priority one area is health and physical fitness. My experience has been that parents have the same first priority.

And what do programs have to have as activities and how should they be taught to meet health objectives?

Let me tell you what Terry Kavanagh, M.D., cardiologist and Director of the Toronto Cardiac Rehabilitation Center, says. They decided that exercise should be a prominent part of their patients' rehabilitation program. So they encouraged the usual kinds of exercise such as walking, golf, tennis, and dancing. Those patients who participated in such activities showed no improvement in the tests used to measure recovery in the rehabilitation periods. The medical staff decided exercise either wasn't valuable for this purpose or the wrong kind of exercise was being used. They embarked on a program of progressive internal training which has led to some of their patients becoming marathon runners. This type of program resulted in dramatic improvements. Dr. Kavanagh says this doesn't mean everyone must train to be a marathon runner, but it does mean exercise for health purposes must meet certain physiological principles.

Business and industry are looking at physical fitness as an important aspect of management policy. What has prompted such leading firms as Xerox, Phillips Petroleum, General Foods, and Rockwell International — to name a few — to invest heavily in employee fitness?. One of the outstanding programs anywhere is being conducted at the Department of Justice. The motives, though enlightened, are not entirely philanthropic. The simple truth is that fitness pays. In boardrooms and executive suites across the country, top management is recognizing fitness as a prudent investment in the vigor, longevity, and productivity of the men and women who are any company's most important asset. They know that fit employees live longer, feel better, and produce more.

And what kind of exercise is in these programs? Not bowling clubs or golf outings, but the vigorous and regular kinds of activity that exercise physiologists and knowledgeable medical experts tell us are needed to develop and maintain physical fitness.

Outlays directly related to poor physical condition—medical insurance premiums, sick leave, and disability payments—constitute a growing slice of every company's personnel costs. General Motors paid $825 million for its employee health plan last year — more than it spent to purchase steel from U.S. Steel, its principal supplier. Health benefits added $175 to the price of every car and truck manufactured by this giant automaker. There are hidden costs, too, more difficult to estimate precisely, but equally significant. A company pays for more than sick leave when, for example, a key employee lies idled in the cardiac ward. Chronic fatigue and lethargy increase the risk of industrial accidents, while efficiency and productivity sag.

Consider some of the costs of unfitness. Whether measured in human or pecuniary terms, they are immense. Every year premature deaths cost American industry more than $25 billion, and 132 million workdays. Heart disease alone accounts for nearly 52 million of those lost workdays and heart attacks kill more than half a million Americans every year. Many victims are middle-aged at the peak of the productive lives. According to one American Heart Association estimate, recruiting their replacement sets industry back $700 million a year. The prosaic back-ache, usually a result of neglected muscles, accounts for $1 billion in lost production, as well as an additional quarter billion in workmen's compensation.

Our Russian friends take a more disciplined approach to research and national policy in this area than we do. "Russian experts have repeatedly documented the economic benefits of exercise. They have found, among other things, that working people who exercise regularly produce more, visit the doctor less frequently, and are far less prone to industrial accidents. According to one estimate, regular exercise can reduce absenteeism by three to five days a year per person." This is the summary statement of a report by a Russian researcher, Professor V. Pravosudov.

Larry Lamb, the cardiologist and internist who was chief of the Clinical Science division of the USAF School of Aerospace Medicine for eleven years and Professor of Medicine at Baylor University, says to physical educators — "There is probably no other group who can do more for the nation's health than you."

Frederick Swartz, M.D., official spokesman for the American Medical Association said: "We suggest that our greatest health problem is in the physical fitness of our nation."

Roger Egberg, M.D., former Assistant Secretary of HEW, recently said at a White House meeting that proper fitness could contribute as much to the nation's health as immunization and sanitation advances have done in the past.

The Forward Plan for 1978-82 of the Public Health Service, U.S. Department of Health, Education, and Welfare, has a major theme of prevention. One of the areas covered in their comprehensive primary prevention strategy directed at the underlying cause of disease is physical inactivity.

The experts in exercise physiology provide the basis for curriculum content to develop and maintain physical fitness. They say the dance, sports, and games they see in physical education classes won't meet the needs of physical fitness. There must be more specific work than that. Dance, sports, and games are a vital part of the curriculum and are there for a purpose but will serve a physical fitness purpose only if they meet the physiological criteria our physiologists and medical experts tell us are needed in the selection of activity for health goals.

I would commend the basic beliefs of the President's Council on Physical Fitness and Sports as the guidelines for curriculum development and program requirements.

-Students should develop knowledge of the effects of activities for conditioning as well as the relation of activities to various aspects of health throughout life. Students need to understand the basic elements of physiology of exercise and the value of participating in regular vigorous activities. The need to continue activities in adulthood should be stressed at an early age and throughout the school physical education experience. Knowledge, understanding and participation should result in the development of desirable attitudes concerning the values of participation in regular vigorous physical activity.

-Special programs of physical education should be provided those pupils with orthopedic problems, obesity, perceptual motor problems, and other health-related problems. Such students must first be identified, along with those who may suffer from physical underdevelopment, malnutrition or inadequate coordination.

-Physical education programs should be planned to include physiological fitness goals along with other educational aims needed to meet the developmental needs of children; thus, activities must be adapted to individual needs and capacities and be vigorous enough to increase energy utilization and heart rate significantly.

-The school physical education program should include a core of developmental and conditoning activities appropriate for each grade level. Activities should be identified and stressed in progressive order. Demonstration standards for survival activities, particularly including swimming, should be established and competence maintained by periodic testing and training.

We must teach what sport can do for health, fitness, and well-being and what it cannot do. And what exercise, proper exercise, will do for health, fitness, and well-being.

There must be a coordinated national effort in government, business and industry, professional organizations, agencies, and in every other avenue possible to have an impact on people. There must be national direction through policy, resources, and leadership to more effectively use physical education and sport in contributing to needs and interests of people and society.

We cannot be all things to all people, all the time. We aren't that rich in dollars or other resources anymore, if we ever were. The future isn't any brighter, so it is essential that there be some priority setting.

In summary I would say:

1. We must develop ways of implementing community/school planning, programming and financing.
2. Quality leadership in the classroom as well as resources from consultants and directors with training and experience in physical education and sport is essential.
3. Program goals and content must be defined.
4. Priorities must be determined.
5. Policies must be established at all levels.
6. Procedures and strategies to implement these policies must be put into being.

Back to basics, which is becoming the battle cry of educational reform, must include the most important idea that Dr, Boyer reenforced yesterday:

The sound mind and the sound body are inseparable.

The Fitness of American Youth, Program Status and Implications for Physical Education in the United States

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The University of Michigan
WALTER KROLL
University of Massachusetts
PAUL A. HUNSICKER (deceased)
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The major purposes of this paper are to present a further analysis of the 1975 American Alliance for Health, Physical Education and Recreation Youth Fitness Test results and preliminary data from the "Status of Physical Education Survey," which has been recently completed and is undergoing final analysis. Both of these studies were funded by the United States Office of Education (Bureau of Elementary and Secondary Education).[1] The 1975 AAHPER test was administered to a national probability sample of boys and girls (n=7477) in grades 5 through 12 in the public schools of the United States. The response was 100 percent for schools (98) and an estimated 89 percent for students. The "Status of Physical Education Survey" consisted of a mail questionnaire sent to Directors of Physical Education (or their equivalent) selected through a probability sample of school districts in the United States. These districts were grouped into six strata by size of enrollment; 643 out of 683 sampled agreed to participate. Of these, 553 responded, representing a response rate of 85 percent.

A brief review of the AAHPER test is germane. The test consists of six performance items, each designed to be a rough indicator of some aspect of fitness. These are: pull-ups for boys and flexed-arm hang for girls (upper arm and shoulder girdle strength), 600-yard run (cardiorespiratory endurance), standing long jump (leg explosive power), shuttle run (quickness), bent knee sit-ups (abdominal strength) and a 50-yard dash (speed). The test was administered to a probability sample of United States school children in 1958, 1965, and in 1975. It is important to note that homerooms, and *not physical education classes,* were sampled. Thus, the sample represents United States public school children, not just those children who take physical education. Since 1958, it is conservatively estimated that over 30,000,000 school children have taken this test. It has also been used in seven foreign countries (or some adaptation of it). The President's Council on Physical Fitness and Sports uses the norms as the basis for their Presidential Award for students who score in the 85th percentile or above on all six tests.

Significant gains in almost all cases were made in the period between 1958 and 1965. Between 1965 and 1975 there were little or no gains. The boys' data showed no improvement; 14-year-olds disclosed a significant decrease in the long jump. Data for the girls revealed significant gains in only seven out of 40 comparisons, four of them in the 600 yard run by 13, 14, 15 and 17-year-olds. In contrast to the most recent decade, the 1958-1965 comparisons produced significantly better scores in 39 out of 48 girls' comparisons and 54 out of 56 boys' comparisons.

Data from the 1975 study were further analyzed by the number of subjects who took all six tests and who scored in the 30th percentile or lower on each, and also those who scored in the 70th percentile or higher on each test. Approximately two-and-one-half percent of the subjects were in the 70th percentile or higher on the six tests. It is somewhat discouraging to note that 4.6 percent of the girls and 6.3 percent of the boys scored in the 30th percentile or lower. Projecting these numbers to the population of public school children, ages 10 to 17, we can conservatively estimate that one of every 17 boys and one of every 24 girls in this age group fell in the 30th percentile or lower and that only one out of 43 boys and one out of 48 girls scored in the 70th percentile or higher on each of the six tests. For those who like large numbers we are again very conservatively projecting an estimate of 1,389,991 boys and girls in this age group at or below the 30th percentile and only 589,013 at or above the 70th percentile. We look with some dismay at the scores of those in the 30th percentile or lower, e.g., for boys the range of scores is: pull-ups, 0-5; sit-ups, 27-37; 600-yard run, 2' to 2'50". For girls the range is: flexed-arm hang, 3-5 secs.; sit-ups, 22-26; 600-yard run, 2'55" to 3'11". Contrast these scores with the ranges in the 70th percentile and above. For boys, pull-ups, 3-10; sit-ups, 36-46; 600-yard run 2'20" to 1'45". For girls, flexed-arm hang 12"-17", sit-ups, 33-35; 600-yard run 2'41" to 2'24". The scores for the other three events are as dismal for the lower groups as they are fairly good for the upper.

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[1] Simon A. McNeely, Senior Program Coordination Officer, State and Local Educational Programs, USOE, was the project officer

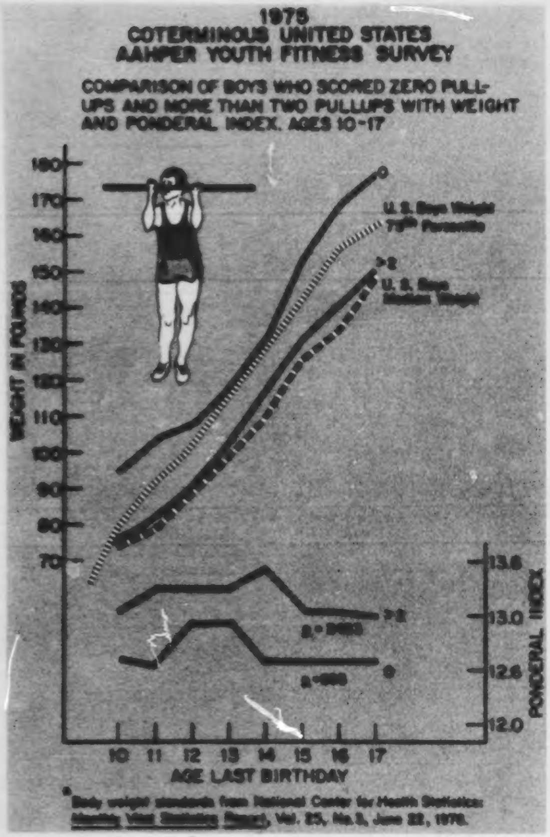
These results provoked further examination of the students who scored in both the lower and the upper ends of the percentile range. We wanted to get indication of their body weight and height as related to performance. Three of the performance tests were chosen for further breakdown, pull-ups, sit-ups and the 600-yard run. These events were selected because they were the most indicative of strength and endurance of the six tests, and are easily comprehended by the lay public. These tests will be displayed separately for boys and girls on the next six slides. On each of the slides the median weight for the United States for each applicable sex and age group has been plotted. The 75th percentile for weight for the same population is also shown by sex and age. For each test a score that was considered failure (either zero or a score comparable to the 10th percentile or lower) was selected. The mean weights for these subjects were plotted by age. Another lower limit, somewhere about an average of the 25th percentile, was selected for the "upper" group; and the means weights for these subjects were also plotted by age and sex for each test. It is interesting to note that the so-called "upper" group lower limit scores were not in any way reflective of above average performance. Remember that these scores represent about the 15th to the 25th percentile and up for each test. For the older age groups the lower performance limits are extremely low.

In order to make some adjustment for possible differences accountable for height the Ponderal Index (height/cube root of weight) was also plotted for each test. The best that can be said for this index is that it gives some indication of body bulk derived from height and weight and is moderately correlated with body fatness. Perhaps this is not the best index for these age groups. We are currently plotting W/H and W/H^2, depending on the regression coefficient for each age and sex group.

Note that in pull-ups for boys and flexed-arm hang for girls, that the groups which scored zero are significantly heavier than the boys who did more than two pull-ups and girls who did better than five seconds. Note also that these weights are all well above or on the 75th percentile for the population, while the better scoring group is very close to or on the national median weight. The Ponderal Index for each group is also plotted and discloses a higher (more linear) index for the higher scoring group with few exceptions. It is also interesting to note, although it is not shown here, that the correlation coefficients for weight and pull-ups, and weight and flexed-arm hang, range from 0.21 to 0.62 throughout the various age and sex groups. This only accounts for some 36 percent of the variance at most, thus other factors besides weight account for the low performances, namely, strength and motivation.

When both the sit-ups and the 600-yard run plots are examined the same relationships appear. The lower group is significantly heavier than the "upper" group and is also at or higher than the 75th percentile for population weight. The exceptions are three of the older age groups in sit-ups and one in the 600-yard run. Note that about the same relationships exist in the Ponderal Index.

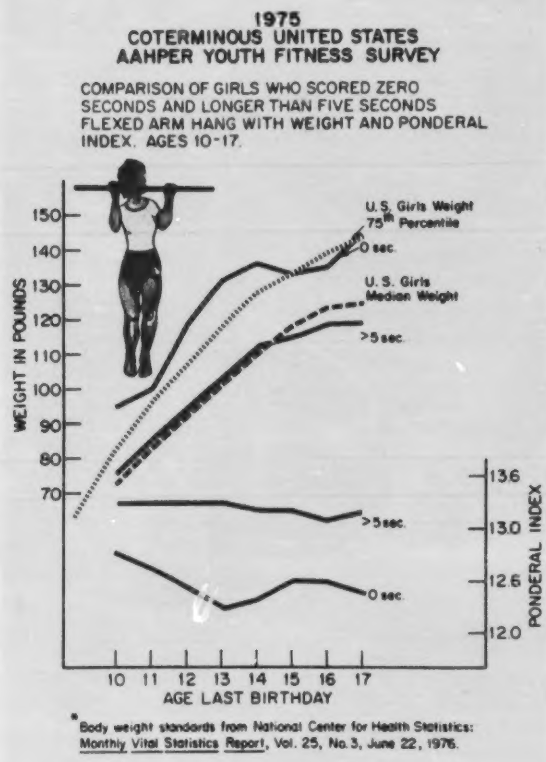
Let us now turn to a brief overview of the results of the Physical Education Status Study. You will recall that school district directors of physical education (or their equivalent) were asked to complete a questionnaire. This covered such aspects of their programs as number of boys and girls enrolled, required programs, elective programs, special programs for physically underdeveloped, contract teaching programs outside the school, number of specialists teaching and special programs for the physically handicapped. Other questions included how the programs were perceived by parents, administrators, students and teachers and a paired comparison scaling of the problems of administering these programs. My



1975
COTERMINOUS UNITED STATES
AAHPER YOUTH FITNESS SURVEY

COMPARISON OF BOYS WHO SCORED ZERO PULL-UPS AND MORE THAN TWO PULLUPS WITH WEIGHT AND PONDERAL INDEX. AGES 10-17

*Body weight standards from National Center for Health Statistics: Monthly Vital Statistics Report, Vol. 25, No.3, June 22, 1976.



1975
COTERMINOUS UNITED STATES
AAHPER YOUTH FITNESS SURVEY

COMPARISON OF GIRLS WHO SCORED ZERO SECONDS AND LONGER THAN FIVE SECONDS FLEXED ARM HANG WITH WEIGHT AND PONDERAL INDEX. AGES 10-17.

*Body weight standards from National Center for Health Statistics: Monthly Vital Statistics Report, Vol. 25, No.3, June 22, 1976.

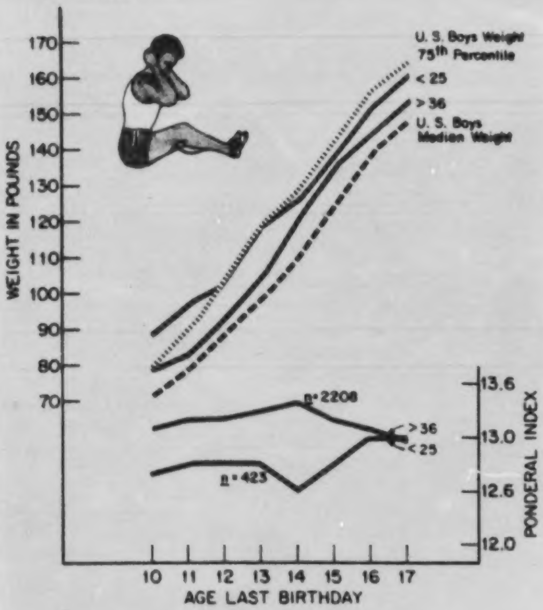
colleague, Dr. Walter Kroll, will have more to say about some of these aspects.

It was reported that for all but one stratum, more than 50 percent of the physical education teachers in grades 4, 5, and 6 were physical education specialists. The percentages were much greater for the smaller districts and ranged from 54 to 78 percent. The lone exception was in the large city school districts (200,000 students or greater) where 80 percent reported a combination of specialist and non-specialist teaching. Almost all school districts reported physical education specialists in grades 7-12.

Directors were also asked: "Has there been an increase or decrease in time allotted to the physical education program over the past five years?" Secondary programs in the large cities (greater than 200,000 students) reported a dramatic decrease in time. There was also some trend to report decreasing secondary programs in other sized districts, but this was extremely slight. More than half of the districts reported that secondary programs have stayed about the same. The great majority of middle/junior high schools reported that programs have remained about the same over the past five years, but also showed a definite trend to increase program time. We can conclude that with the exception of the major cities, programs have remained about the same and for some grade levels a trend to increase time has been identified.

Over 90 percent of the school districts in the United States have some kind of requirement for physical education. Most of these are from late elementary years through the ninth grade. The remainder are either one year in three, two of four, etc., in the secondary years (9-12). There seems to have been no trend to drop required programs of physical education in favor of strictly an elective system.

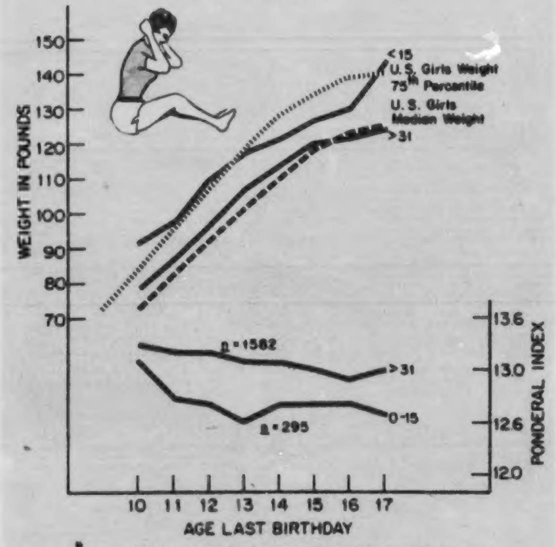
In response to the question, "Do you have a program for the physically underdeveloped," less than half of the districts reported affirmatively. The exception was in the major cities,



1975
COTERMINOUS UNITED STATES
AAHPER YOUTH FITNESS SURVEY

COMPARISON OF BOYS WHO DID ZERO TO TWENTY-FIVE AND MORE THAN THIRTY-SIX SITUPS WITH WEIGHT AND PONDERAL INDEX. AGES 10-17

*Body weight standards from National Center for Health Statistics: Monthly Vital Statistics Report, Vol. 25, No. 3, June 22, 1976.



1975
COTERMINOUS UNITED STATES
AAHPER YOUTH FITNESS SURVEY

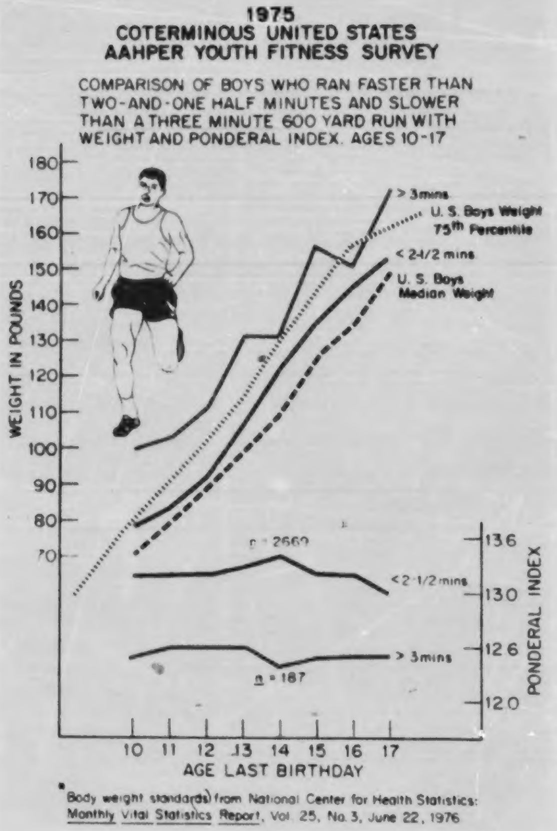
COMPARISON OF GIRLS WHO SCORED ZERO TO FIFTEEN AND MORE THAN THIRTY ONE SITUPS WITH WEIGHT AND PONDERAL INDEX. AGES 10-17

*Body weight standards from National Center for Health Statistics: Monthly Vital Statistics Report, Vol. 25, No. 3, June 22, 1976.

where about half reported they did; districts in other strata reported that from eight to 36 per cent had these programs. We can conclude that better than 70 percent of the school districts had no formal program for the physical underdeveloped.

It seems quite obvious that in spite of any dramatic decrease in time allotted to programs, better than half of the late elementary grades having exposure to physical education specialists, and more than 90 percent of our school districts having a required program of physical education, that there has been no significant increase in the fitness and performance levels of public school youngsters ages 10-17. It is also quite clear that a large number of children in our public schools score at an abysmally low level on these tests; a great deal of this can be attributed to excess weight. The only instance where excess weight might be of some advantage is in a floating contest.

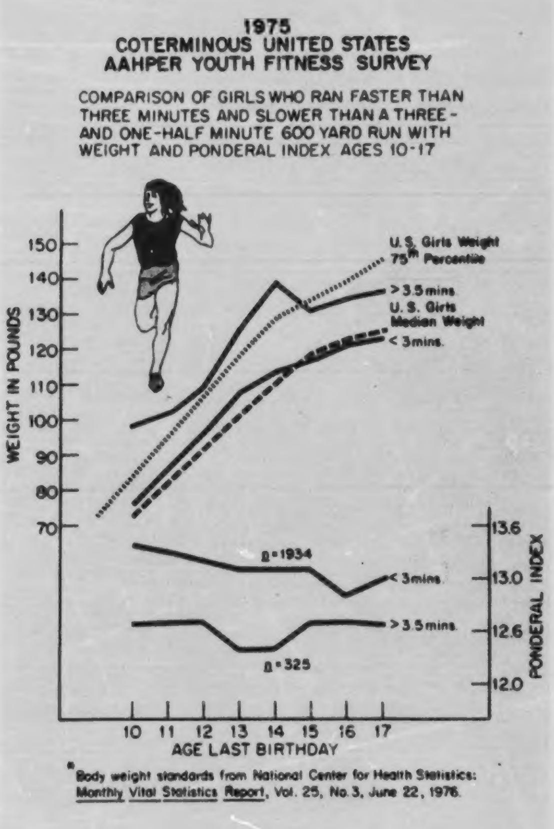
We are not proposing that the results from these simple tests should increase dramatically year after year. What we are saying is that the present performance levels for even the 50th to the 70th percentiles for all tests leave room for a great deal of improvement, to say nothing of the scores representing the lower percentiles. Any professional scanning the performance levels for these tests can tell you the same thing. Evidence of the kind of improvement that comes with a fitness emphasis is manifested by the significant increase in performances from 1958 to 1975. We must reemphasize that this *did not* occur from 1965 to 1975, with the exception of the girls' 600-yard run times at older ages. We grant that any youngster can be made "physically fit" by some methods. Usually this results in a "Thank God it is over" syndrome when the course ends (and so does the fitness). What we do not seem to be doing is sensitizing or challenging the youngster to the values of maintaining at least "average" levels of physical performance and fitness throughout the school years and beyond. Surely if some time were allotted to the development and improvement of abdominal strength, upper



1975
COTERMINOUS UNITED STATES
AAHPER YOUTH FITNESS SURVEY

COMPARISON OF BOYS WHO RAN FASTER THAN TWO-AND-ONE HALF MINUTES AND SLOWER THAN A THREE MINUTE 600 YARD RUN WITH WEIGHT AND PONDERAL INDEX. AGES 10-17

*Body weight standards from National Center for Health Statistics: Monthly Vital Statistics Report, Vol. 25, No. 3, June 22, 1976



1975
COTERMINOUS UNITED STATES
AAHPER YOUTH FITNESS SURVEY

COMPARISON OF GIRLS WHO RAN FASTER THAN THREE MINUTES AND SLOWER THAN A THREE-AND ONE-HALF MINUTE 600 YARD RUN WITH WEIGHT AND PONDERAL INDEX AGES 10-17

*Body weight standards from National Center for Health Statistics: Monthly Vital Statistics Report, Vol. 25, No. 3, June 22, 1976.

arm strength and running endurance, and some serial measurements introduced, more school children would partake in fitness activities, and test results would improve. The results of these simple tests do not indicate that this is happening.

In summary, I would like to present some extrapolations from the 1975 fitness study to the school population ages 10-17. Please remember that I am presenting some very conservative figures based on a variety of estimations of the school population in these age groups.

	Population Estimates
1. One out of six boys cannot do *one* pull-up.	2,319,712
2. One out of 36 boys did zero pull-ups and less than 15 sit-ups.	364,898
3. One out of 67 boys did zero pull-ups, less than 15 sit-ups, and ran longer than three minutes in the 600-yard run.	189,711
4. One out of ten girls cannot hold her chin over the bar for *one* second.	1,239,447
5. One out of 30 girls did zero on the flexed-arm hang and less than fifteen sit-ups.	417,365
6. One out of 62 girls did zero seconds on the flexed arm hang, less than 15 sit-ups and ran longer than *four* minutes in the 600-yard run.	215,006

Are these already our physically "lost legions?"

Perceived Status

The status of physical education in the public schools of the coterminous United States has been approached from two different reference frames. The first approach was to collect descriptive data relating to such traditional items as enrollment in physical education classes by grade and by sex and whether such programs were required or elective, the prevalence of special programs for the handicapped, and the extent of physical fitness testing. These items, commonly referred to as the "nuts and bolts" of any educational status study, provide the baseline data essential for comparative and evaluative purposes.

The second reference frame, one not so traditional, was to collect data on how the directors of physical education believed different publics perceived physical education programs. It is self-evident that the attitudes held toward physical education are highly important, and that different publics may perceive a physical education program—either negatively or positively—based upon criteria that may have nothing to do with the traditional "nuts and bolts" data. For example, many individuals may fail to distinguish between athletic and physical education programs and perceive athletics and physical education as a single entity. A poor physical education program might be perceived as a good program because of a successful athletic program, and vice-versa. It is also important to consider the possibility that different publics might perceive the same physical education program differently. Students, for example, might perceive the value of a physical education program differently than the school administration who in turn have different perceptions than the parents.

From professional conferences at the national level to local staff meetings at a particular school, physical educators frequently express opinions about how various publics judge the value of physical education and about what these various publics want the physical education program to emphasize and produce as outcomes. Statements are invariably made about what school administrators, parents, students, other teachers, and other such publics value most and want from the physical education program. Each of the opinions expressed typically reflects the perceptions of *one* individual about the perceptions of *others* toward physical education. Such perceptions—whether valid or invalid—are important because the expressed perceptions can influence the thinking of others, and, in many instances, may well constitute the basis upon which critical decisions are actually made.

The perception of physical education programs by various publics thus suggests itself as an important consideration in any assessment of the status of physical education in the public schools of the United States. In the section dealing with Perceived Status, the physical education director was asked to respond on how he/she perceived the program was judged by administrators, parents, students, other teachers, and physical education teachers (Question number 44). Three questions (numbers 45, 46, and 47) then asked the director to judge what the School District Administration, Parents, and Students wanted the physical education program to accomplish. The director rated seven listed program outcomes on a scale of 1= Least Wants to 5= Most Wants on each of these questions.

The last question in the Perceived Status section (Question number 48) asked the physical education director to rate seven items representing important obstacles to the maintenance and/or improvement of the present physical education program. Each of the items was rated on a scale of 1 = Not an Obstacle to 5 = Important Obstacle. Results from this question imply a forecast to the most troublesome obstacles facing physical education in terms of maintaining or improving present programs.

It should be evident that the validity of the physical education director's responses can be seriously questioned; that is, it cannot be argued that the director's assessment satisfactorily portrays the different publics' perceptions of physical education programs. However, what cannot be questioned is the fact that the results validly represent the *director's perception* of the various publics' perceptions of the program. Whether or not the director's assessments are truly valid representations of the various publics' perceptions, his/her assessments *validly* represent the attitudinal frame-of-reference from which decisions about programs are actually made. Subsequent studies addressing the *actual* perceptions of the various publics toward physical education programs are undoubtedly needed. In fact, such studies may even be as important, if not more important, than assessment of opinions held by the physical education directors, since decisions made by directors could be greatly improved if factual information about perceptions held by various publics toward physical education were available.

The Perceived Status section, therefore, attempted to provide basic data relating to three major questions:

1. How do directors of physical education perceive the status of their programs as their programs are judged by administrators, parents, students, other teachers, and physical education teachers?
2. How do directors of physical education view public or consumer demands for programs; i.e., what is it that administrators, parents, and students want the physical education program to produce?
3. How do directors perceive different groups, such as administrators, parents, and students, as potential obstacles to the maintenance and/or improvement of current programs?

The resultant data reflect the physical education director's perceptions of consumer opinions about the quality of the physical education program, consumer expectations of program outcomes, and identification of the most important obstacles facing physical education as far as maintaining and/or improving programs. By virtue of the stratified sampling of school districts with unequal sampling fractions in different district size categories, the results can be interpreted for school districts of different stratum sizes separately and collectively. Generalizations are thus made possible for physical education programs on a national basis for the coterminous United States.

Results

Results of the questions asked in the Perceived Status section will be presented for each question separately. Following presentation of the results on each question, a discussion comparing the results from the individual questions will be presented.

Question 44. As seen in Table I, none of the item scores for any of the six strata had a mean value of 4 or greater where Poor = 1, Average = 3, and Excellent = 5. Physical Education Teachers were perceived by the physical education directors as judging physical education programs better than all other publics except in Stratum VI where Administrators ($\overline{X}$ = 3.70) were perceived as judging the program slightly higher than the Physical Education Teachers ($\overline{X}$ = 3.65). In Stratum III Physical Education Teachers ($\overline{X}$ = 3.74) and Administrators ($\overline{X}$ = 3.74) were perceived as having identical judgments.

In four out of the six strata Other Teachers were perceived by the physical education directors as judging the physical education program the lowest of all publics. The unweighted analysis based upon 551 school districts reflected this point as Other Teachers had the lowest perceived judgment of the value of the physical education program, $\overline{X}$ = 3.39. It should be noted, however, that even the lowest perceived judgment was still slightly above average, suggesting that directors perceive the program to be valued

TABLE I

ITEM	SAMPLE STRATUM						
	I	II	III	IV	V	VI	Unweighted Total
	200,000+	25,000–199,999	10,000–24,999	5,000–9,999	1,000–4,999	600–999	
	N=5	N=59	N=57	N=55	N=261	N=114	N=551
44. In your opinion, how do you believe the program in your school district is judged by the persons indicated below?							
A. Administrators	3.20	3.69	3.74	3.44	3.63	3.70	3.64
B. Parents	3.00	3.43	3.54	3.40	3.51	3.43	3.47
C. Students	3.40	3.49	3.35	3.50	3.56	3.53	3.52
D. Other Teachers	3.20	3.33	3.50	3.31	3.41	3.37	3.39
E. P. E. Teachers	3.80	3.89	3.74	3.76	3.71	3.65	3.73
F. Other							

by all publics as satisfactory. Based upon the unweighted analysis, directors perceived Physical Education Teachers as judging the program the highest ($\overline{X}$ = 3.73) followed by Administrators ($\overline{X}$ = 3.64), Students ($\overline{X}$ = 3.52), Parents ($\overline{X}$ = 3.47), and Other Teachers ($\overline{X}$ = 3.39).

Question 45. As seen in Table II, the MOST WANTED outcomes from the physical education program desired by SCHOOL DISTRICT ADMINISTRATORS as perceived by the physical education directors where 1 = Least Wants and 5 = Most Wants were:

A. Carry-over lifetime skills with four ranks of 1 and two ranks of 2 (unweighted mean rank = 1.33)

B. Sportsmanship/Citizenship which was ranked 1 twice, ranked 2 three times, and ranked 3 once (unweighted mean rank = 1.83)

C. Physical fitness with one rank of 2 and five of rank 3 (unweighted mean rank = 2.83)

E. Awareness of health benefits which was ranked 4 six times (unweighted mean rank = 4.00)

The unweighted total analysis (N = 551) showed Sportsmanship/Citizenship ($\overline{X}$ = 4.15) and Carry-over lifetime skills ($\overline{X}$ = 4.12) at the top followed by Physical fitness ($\overline{X}$ = 3,87), Awareness of health benefits ($\overline{X}$ = 3.74), Athletic sport skills ($\overline{X}$ = 3.37), and Time to run around and let off steam ($\overline{X}$ = 2.58). Of the seven outcomes of physical education programs listed, only Sportsmanship/Citizenship was rated 4.0 or better in all six strata, accounting for its slight superiority over Carry-over lifetime skills which failed to be rated 4.0 or better only in Stratum VI where it had a rating of 3.90.

Question 46. As perceived by the physical education directors the MOST WANTED outcomes from the physical education program desired by the PARENTS were judged to be:

B. Athletic sport skills which was ranked 1 four times by the four smaller school district strata, ranked 2 once by Stratum II, and ranked 4 in Stratum I (unweighted mean rank = 1.67)

A. Carry-over lifetime skills was ranked 1 twice by the two largest school district strata and ranked 2 four times by the four smallest school district strata (unweighted mean rank = 1.67)

C. Physical fitness was ranked 1 once by Stratum I, ranked 3 four times, and ranked 4 by the smallest school district Stratum VI (unweighted mean rank = 2.83)

F. Sportsmanship/Citizenship was ranked 4 five times and ranked 3 once (unweighted mean rank = 3.83)

TABLE II

	SAMPLE STRATUM						
	I	II	III	IV	V	VI	Unweighted
	200,000+	25,000–	10,000–	5,000–	1,000–	600–	Total
ITEM		199,999	24,999	9,999	4,999	999	
	N=5	N=59	N=57	N=55	N=261	N=114	N=551
45. What do you feel the SCHOOL DISTRICT ADMINISTRATION wants to accomplish in terms of the physical education program in general?							
A. Carry-over lifetime skills	5.0	4.38	4.31	4.37	4.04	3.90	4.12
B. Athletic sport skills	3.6	3.44	3.60	3.33	3.40	3.18	3.37
C. Physical fitness	4.6	3.98	4.06	3.98	3.76	3.88	3.87
D. Knowledge of rules and strategies	2.8	2.98	3.09	3.22	3.02	3.12	3.06
E. Awareness of health benefits	4.0	3.95	3.89	3.91	3.67	3.64	3.74
F. Sportsmanship/ Citizenship	4.4	4.24	4.16	4.25	4.09	4.17	4.15
G. Time to run around and let off steam	2.6	2.16	2.35	2.30	2.79	2.58	2.58

These data are presented in Table III.

Based upon the unweighted total analysis (N = 551), the same four program outcomes received the highest perceived ratings. Athletic sport skills ($\overline{X}$ = 4.08) had the highest rating followed by Carry-over lifetime skills ($\overline{X}$ = 3.85) with Physical fitness ($\overline{X}$ = 3.75) and Sportsmanship/Citizenship trailing with almost identical ratings. Only Athletic sport skills received ratings of 4.0 or better in all six strata. In the two smallest school district strata (Stratum V and Stratum VI), Time to run around and let off steam actually received higher perceived ratings than Knowledge of rules and strategies.

Question 47. As perceived by physical education directors, the MOST WANTED outcomes from the physical education program desired by the STUDENTS were:

B. Athletic sport skills which was ranked 1 five times and ranked 2 once (unweighted mean rank = 1.2)

A. Carry-over lifetime skills which was ranked 1 once and ranked 2 five times (unweighted mean rank = 1.8)

C. Physical fitness which was ranked 3 three times and ranked 4 three times (unweighted mean rank = 3.5)

G. Time to run around and let off steam which was ranked 3 three times and ranked 4, 5, and 6 one time each (unweighted mean rank = 4.0)

These data appear in Table IV.

Based upon the unweighted total analysis (N = 551), the same four program outcomes received the highest perceived ratings. Athletic sport skills ($\overline{X}$ = 4.10) had the highest rating followed by Carry-over lifetime ($\overline{X}$ = 3.77) with Time to run around and let off steam ($\overline{X}$ = 3.41) and Physical fitness ($\overline{X}$ = 3.25) next in order. Awareness of health benefits had the lowest perceived rating of $\overline{X}$ = 2.76 which was only slightly less than the mean rating of 2.82 for Knowledge of rules and strategies. The low rating assigned to Awareness of health benefits was quite consistent across all six strata since it was the lowest rated in four strata, rated next to last in Stratum III, and rated fourth highest in Stratum II.

It can be seen in Table V that the perceived ratings of physical education directors as to program outcomes desired by School District Administrators, Parents, and Students indicate both a consistent and an inconsistent set of values as far as the three publics are concerned. The physical education directors perceived all three pub-

TABLE III

	SAMPLE STRATUM						
ITEM	I 200,000+ N=5	II 25,000–199,999 N=59	III 10,000–24,999 N=57	IV 5,000–9,000 N=55	V 1,000–4,999 N=261	VI 600–999 N=114	Unweighted Total N=551
46. What do you feel the PARENTS in this school district want the physical education program to accomplish in general?							
A. Carry-over lifetime skills	4.6	4.09	4.0	4.04	3.75	3.76	3.85
B. Athletic sport skills	4.2	4.07	4.19	4.07	4.08	4.01	4.08
C. Physical fitness	4.6	3.93	3.89	3.88	3.72	3.56	3.75
D. Knowledge of rules and strategies	2.6	2.86	3.04	2.98	2.95	2.98	–
E. Awareness of health benefits	4.4	3.82	3.65	3.58	3.47	3.36	–
F. Sportsmanship/Citizenship	4.0	3.86	3.81	3.83	3.71	3.67	3.75
G. Time to run around and let off steam	2.8	2.52	2.67	2.57	3.05	3.14	–

TABLE IV

ITEM	SAMPLE STRATUM I 200,000+ N=5	 II 25,000–199,999 N=59	 III 10,000–24,999 N=57	 IV 5,000–9,999 N=55	 V 1,000–4,999 N=261	 VI 600–999 N=114	Unweighted Total N=551
47. What do you feel that the STUDENTS in this school district want the physical education program to accomplish in general?							
A. Carry-over lifetime skills	4.4	4.08	3.93	3.91	3.72	3.55	3.77
B. Athletic sport skills	4.8	3.97	4.16	4.07	4.10	4.10	4.10
C. Physical fitness	3.8	3.51	3.20	3.30	3.24	3.11	3.25
D. Knowledge of rules and strategies	3.4	2.86	2.80	2.87	2.76	2.91	2.82
E. Awareness of health benefits	3.0	3.09	2.91	2.81	2.67	2.68	2.76
F. Sportsmanship/Citizenship	3.4	3.00	3.00	2.94	3.00	2.99	3.00
G. Time to run around and let off steam	3.2	2.96	3.59	3.19	3.51	3.54	3.41

TABLE V

ITEM	School District Administration		Parents		Students	
	Mean	Rank	Mean	Rank	Mean	Rank
48. What do you perceive are the program OUTCOMES desired by Administration, Parents, and Students?						
A. Carry-over lifetime skills	4.12	2	3.85	2	3.77	2
B. Athletic sport skills	3.37	5	4.08	1	4.10	1
C. Physical fitness	3.87	3	3.75	3	3.25	4
D. Knowledge of rules & strategies	3.06	6	2.96	6	2.82	6
E. Awareness of health benefits	3.74	4	3.52	5	2.76	7
F. Sportsmanship/Citizenship	4.15	1	3.74	4	3.00	5
G. Time to run around & let off steam	2.58	7	2.92	7	3.41	3

lics as being in agreement about the importance of Carry-over lifetime skills which was ranked second most important for all three publics, Knowledge of rules and strategies being viewed as relatively unimportant by virtue of its being ranked sixth in importance for all three publics, and of Physical fitness being considered about average in importance with two ranks of 3 and one rank of 4. Awareness of health benefits—ranked as 4, 5, and 6 for Administrators, Parents, and Students respectively— implies a mild degree of inconsistency; although all three publics are perceived as judging this program outcome about average to below average in relative importance. At least as far as these four program outcomes are concerned, the physical education director would seem to be able to satisfy the desires of the three publics in regard to emphasis in the curriculum.

The remaining program outcomes may be more troublesome, however, since a decided inconsistency seems to exist in how the three publics are perceived to value them. Sportsmanship/Citizenship is judged by directors as being the MOST desired program outcome for Administrators, while Parents are perceived as judging it about as important as Physical fitness. Physical fitness had a mean rating of 3.75 for a rank of 3 and Sportsmanship/Citizenship was given a rating of 3.74 for a rank of 4 by the directors for Parents. Students, moreover, were perceived as judging Sportsmanship/Citizenship as the least important of the three publics with a mean rating of 3.0 and a rank of 5. Thus it would appear a difficult task for the physical education director to be able to satisfy the three different publics in terms of the relative emphasis to be given to this program outcome in the curriculum.

The program outcome of Time to run around and let off steam may also pose an important problem for physical education directors. Both Administrators (mean rating = 2.58, rank of 7) and Parents (mean rating = 2.92, rank of 7) were perceived as judging this program outcome as being the least important of the seven program outcomes surveyed. Students, on the other hand, were perceived as judging this outcome as being of major importance with a mean rating of 3.41 for a rank of 3. Satisfying the students as far as program emphasis to be given to this program outcome would not serve to satisfy either the Administrator or the Parents.

Both Parents and Students were perceived as giving the highest value to Athletic sport skills with this program outcome being ranked first for each of the two publics with mean ratings of 4.08 and 4.10, respectively. Administrators, on the other hand, were perceived as giving considerably less importance to this outcome as reflected in the 3.37 mean rating and a rank of 5 out of the seven program outcomes surveyed. Since the importance and influence of athletics is obvious, the physical education director may be hardest pressed to reconcile perceived public expectation for this program outcome more than any other program outcome in the entire curriculum.

In addition to these aspects of dissonance in the public expectations for program outcomes, it should be remembered that the relative importance attached to various program outcomes by the three different publics also differed by school district size. The preceding analyses of individual questions by school district size strata, of course, identified such discrepancies across district strata. Thus, the physical education director must be cautioned against any attempt to use the results of the Perceived Status section without first giving specific attention to his/her own school district. A strong recommendation can be made for giving consideration of a strategy that specifically assesses the value given to program outcomes by different publics in the local setting; i. e., the director would wisely ascertain desired program outcomes in his/her own school district. In the absence of such relevant local information, results for the school district strata presented in this report can serve as a reasonable suggestion of what might be expected and also to alert the director about possible inconsistent expectations on the part of different publics.

Question 48. Based upon mean item ratings where 1 = Not an obstacle and 5 = Important obstacle, physical education directors do not appear to consider any one of the seven surveyed items as constituting an important obstacle to the maintenance and/or improvement of present physical education programs. Except for Stratum I which was based upon an N of 5, all mean item ratings were below 3 (average). Inspection of the unweighted total analysis suggests that Attitude of students ($\overline{X}$ = 2.80), Attitude of parents ($\overline{X}$ = 2.77), and Lack of applied research findings to defend/sell PE programs ($\overline{X}$ = 2.76) were perceived to be the more important of the seven obstacles surveyed. As might be expected, Attitude of PE teachers had the lowest perceived rating ($\overline{X}$ = 2.24). Lack of State/NATIONAL AAHPER leadership ($\overline{X}$ = 2.35) was ranked sixth, suggesting that the physical education directors were satisfied with AAHPER leadership, or at the very least, did not perceive AAHPER leadership as an important obstacle to the maintenance and/or improvement of present physical education programs. Placement of Lack of applied research findings to defend/sell PE programs amongst the top three perceived important obstacles suggests that directors are aware of the need to base their programs upon sound scientific footings. Contrary to a popular notion sometimes voiced, physical education directors recognize the need for research and apparently perceive lack of adequate research one of the more important obstacles confronting the progress of physical education.

TABLE VI

ITEM	SAMPLE STRATUM I 200,000+ N=5	 II 25,000– 199,999 N=59	 II 10,000– 24,999 N=57	 IV 5,000– 9,999 N=55	 V 1,000– 4,999 N=261	 VI 600– 999 N=114	 Unweighted Total N=551
48. What do you perceive to be IMPORTANT OBSTACLES to the maintenance and/or improvement of the present physical education program?							
A. Attitude of administrators	3.8	2.77	2.57	2.57	2.64	2.29	2.58
B. Attitude of parents	4.0	2.64	2.67	2.72	2.78	2.82	2.77
C. Attitude of students	3.8	2.61	2.81	2.91	2.80	2.79	2.80
D. Attitude of other teachers	3,0	2.77	2.91	2.63	2.60	2.51	2.67
E. Attitude of P. E. teachers	3.2	2.75	2.49	2.32	2.16	1.95	2.24
F. Lack of State/national AAHPER leadership	1.8	2.16	2,56	2.35	2.34	2.40	2.35
G. Lack of applied research findings to defend/sell P. E. program	2.0	2.95	2.81	2.49	2.78	2.74	2.76

Psychological Scaling of Ten Administrative Tasks

We have all used psychological scaling techniques many dozens of times although we have not always been aware of it. If, for example, we had ten term papers to grade in a hurry, we might simply weigh the term papers on a scale, record the weight, and arrange the papers from the heaviest to the lightest. Since the papers are now ordered on the basis of their measured weight, we can say the term papers are ordered on a physical continuum. Some students might object to such a practice—if we ever allowed them to discover the measurement procedures followed—and ask that judgments be made about the quality of the term papers in terms of a more traditional grading system. In effect, the students would be asking for judgments based upon a psychological continuum; and, if the papers were read and graded on a traditional A to F quality basis, a psychological continuum would result.

If one then compared the ordering of the term papers on the basis of physical weight against the order based upon quality, one would have a psychophysical scale; i. e., the physical continuum of weight compared against the psychological continuum of quality. One could then translate an A grade into being equal to 3.5 pounds, a B grade being equal to 2.5 pounds, and so on. If someone turned in a term paper weighing three pounds, we wouldn't have to bother reading it for quality since we could just assign it an AB grade using our newly acquired psychophysical scaling competency.

In the present study, the psychological scaling technique known as the pared comparison method was used to scale ten important administrative tasks common to physical education directors throughout the country. In two classic articles Thurstone (1927a, 1927b) presented his technique for the law of comparative judgment. The technique was an important breakthrough in the measurement field because it provided a method for ordering stimuli on a psychological continuum even when no physical continuum existed with which to relate the psychological continuum. The paired comparison is quite simple in its demands upon the respondent since it can be applied whenever stimuli can be presented in pairs and a respondent can express a preference

TABLE VII. PAIRED COMPARISON SCALE VALUES AND RANKS FOR TEN ADMINISTRATIVE TASKS BY SCHOOL DISTRICT STRATUM SIZE[1]

ITEM	SAMPLE STRATUM							
	I 200,000 N=5	II 25,000–199,999 N=56	III 10,000–24,999 N=55	IV 5,000–9,999 N=52	V 1,000–4,999 N=244	VI 600–999 N=107	Unweighted Total N=519	Unweighted Mean Rank N=6
1. Equipment/ Supplies	5.2 (7)	1.4 (8)	1.3 (8)	1.5 (8)	1.2 (8)	1.90 (5)	1.3 (8)	7.3 (8)
2. Facilities	7.7 (1)	4.3 (1)	3.3 (2)	3.5 (2)	2.0 (3)	1.86 (6)	2.4 (3)	2.5 (1)
3. Discipline/ Student Conduct	0.0 (10)	0.0 (10)	0.0 (10)	0.0 (10)	0.0 (10)	0.4 (9)	0.0 (10)	9.8 (10)
4. Legal Liability	4.0 (9)	2.8 (2)	2.3 (7)	3.7 (1)	1.4 (6)	2.1 (4)	1.92 (4)	4.8 (5)
5. Special Education	7.0 (3)	1.9 (7)	2.7 (4)	2.2 (6)	1.3 (7)	1.6 (7)	1.59 (7)	5.7 (6)
6. Athletics	6.6 (4)	2.0 (6)	2.8 (3)	2.4 (5)	2.5 (2)	3.1 (2)	2.5 (2)	3.7 (3)
7. Staff/Teachers	7.4 (2)	1.0 (9)	3.5 (1)	3.1 (3)	3.7 (1)	4.3 (1)	3.3 (1)	2.8 (2)
8. Status	6.2 (5)	2.19 (5)	2.5 (5)	2.7 (4)	1.51 (4)	2.3 (3)	1.9 (5)	4.3 (4)
9. Accountability	4.6 (8)	2.4 (3)	2.4 (6)	2.1 (7)	1.48 (5)	1.4 (8)	1.64 (6)	6.2 (7)
10. Title IX	5.7 (6)	2.22 (4)	0.7 (9)	0.7 (9)	0.1 (9)	0.0 (10)	0.3 (9)	7.8 (9)

[1] Ranks appear in parentheses.

for one of the pair using some designated criterion. The resultant psychological scale has the properties of an interval measurement scale and thus provides more information about the stimuli scaled than a simple rank order analysis.

Staff/Teachers. Based upon the paired comparison scale values within any given strata, item 7 dealing with Staff/Teachers was ranked first in three strata, second in Stratum I, third in Stratum IV, and ninth in Stratum II, Basing the analysis on all 519 districts combined, the Staff/Teachers item had the highest score and was thus ranked as the most important administrative problem facing physical education in the next five years. Stratum II directors ranked the item ninth, while all other strata placed the item among the top three administrative tasks.

Athletics. Based upon the paired comparison scores within any given strata item 6 dealing with Athletics ranked second in the two smallest school district strata, fourth in Stratum I, third in Stratum III, and sixth in Stratum II. The results suggest that relationships with athletics is a more important problem in the two smallest school districts than it is in the two biggest.

Facilities. Based upon paired comparison scales within any given stratum, item 2 dealing with Facilities was viewed as one of the top three administrative problems by all strata except one, Stratum VI, the smallest school districts, where it was ranked sixth. The rank of sixth, however, is somewhat misleading since the paired comparison scale value of the facilities item of 1.86 was only 0.44 scale units less than item 8-Status which was ranked third. Thus, the Facilities item was only viewed as being about eight percent less important than the third ranked item of Status, and suggests that Facilities is a major problem for all six school district strata.

In addition, the unweighted mean over the six strata is 2.5 for the Facilities item and based upon the unweighted mean item ratings makes Facilities the highest ranked administrative task. It should also be noted that on Question 48 which considered perceived obstacles to the maintenance and/or improvement of the present physical education program that Facilities/Equipment was listed 31 times under the "Other" category in which directors were free to add obstacles not listed in the survey question.

Public Relations Strategies to Enhance Physical Education and Sport for the Handicapped and in General

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Mr. Chairman, invited guests and delegates to the "National Conference of Senior Officials to Consider Unesco Recommendations on Physical Education and Sport," this is truly a momentous occasion. This is the first conference of this nature to be sponsored by the United States Government. We have been convened as a direct result of the Unesco Conference of Physical Education and Sport which was held in Paris, France, on April 5-10, 1976. Our charge is to develop a "plan of action" which will focus on the importance of physical activity, with emphasis on lifelong participation. The outcome of our efforts can have a dramatic impact on physical education and sport at the national and international levels; therefore, I suggest we develop our plan deliberately and provide specific guidelines for implementing and/or resolving our recommendations and concerns.

My concern about physical education and the intent of this presentation are to stress the importance of physical activity for all individuals. The development of Conference recommendations can be accomplished with little difficulty; however, it necessitates an implied assumption, that physical education and sport are beneficial to the well-being of all participants. While this is true, it is my contention that we as a profession have been notoriously deficient in conveying this information to the general public. All too frequently, physical education and sport are viewed as highly competitive athletic programs designed to meet the needs of the physically gifted. To dispel this image, it behooves us to make explicit the true values that are to be derived from a physical activity program for all. More important, the final Conference report should include specific public relation strategies that will aid in the dissemination of said values — that is the intent of this presentation.

The remainder of this paper presents some specific strategies for "selling" physical education and sport to the many diverse publics with which we should be concerned. The strategies presented have been field-tested in Project ACTIVE, a nationally validated physical education program for handicapped individuals, and to a large measure are responsible for the program's national success.

Active's Public Relation Strategies

Project ACTIVE (All Children Totally Involved Exercising) was validated in 1974 as successful, cost-effective and exportable by the United States Office of Education. Essentially, national validation means the Federal Government approved of, and provided funds for, the dissemination of the individualized-personalized physical education program for handicapped individuals.[1] To date, some aspect of the ACTIVE program has impacted upon:[2]

- 16 states
- 150 school districts
- 20 institutions of higher learning
- 1500 teachers and paraprofessionals
- 20,000 students

To achieve national recognition and acceptance, the project staff had to design and implement a variety of public relations strategies. The following guidelines are offered as a model for establishing and disseminating the values inherent in physical education and sport. The guidelines are presented in accordance with the following format and are not necessarily sequenced in any hierarchical order:

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[1] To promote the identification of successful educational practices and encourage the spread of these practices to schools across the nation, the U.S. Office of Education established the National Diffusion Network (NDN). Through the NDN, projects such as ACTIVE have been identified and are made available to school districts interested in initiating these projects in their schools.

[2] Impacted upon means direct, active involvement in Project ACTIVE (e.g., teachers that were ACTIVE-trained or students participating in the individualized program). If one were to project the total numbers that were peripherally involved in the program, the data above could be increased threefold.

- Identification of the strategy
- Rationale for the strategy
- Potential implications for physical education and sport

1. ***Strategy:*** Be professional in every sense of the word. Dress and speak accordingly. Serve on school and community committees.

Rationale: Professionalism is an essential prerequisite for all subsequent strategies.

Implications: Urge physical education and sport personnel to establish and abide by high educational and ethical standards.

2. ***Strategy:*** Establish an exemplary program.

Rationale: Your students are the best means of publicizing your program.

Implications: Identify and publicize exemplary physical education and sport programs. The American Alliance for Health, Physical Education and Recreation (AAHPER) and the physical Education Public Information (PEPI) project can provide a list of outstanding programs.

3. ***Strategy:*** Conduct awareness programs (i.e., assembly programs, PTA presentations, etc.).

Rationale: Dispel the image of the "old physical education."

Implications: Develop awareness materials and distribute to local, State and national leaders. Include guidelines for conducting an awareness session.

4. ***Strategy:*** Invite parents, the medical professional and other community leaders to observe your program in action.

Rationale: One picture is worth 1,000 words.

Implication: Public[illegible] exemplary programs and encourage community visitations.

5. ***Strategy:*** Develop and issue a Parental Report Card.

Rationale: Provide parents with visible evidence of pupil growth and program values.

Implications: Develop and issue similar reports at the State and national levels.

6. ***Strategy:*** Form a school-community advisory council; their function: to make recommendations to the board of education.

Rational: ACTIVE involvement of "key" personnel enhances success.

Implications: Encourage the formation of physical education and sport advisory councils at the county, State and national levels through existing national structures (e.g., AAHPER and the President's Council on Physical Fitness and Sports, PCPFS).

7. ***Strategy:*** Publish a monthly or bi-monthly newsletter.

Rationale: Provides a vehicle for constantly publicizing program values.

Implications: The constant flow of information will "educate" State officials and legislators as to the values of physical activity.

8. ***Strategy:*** Publish — publish — publish.

Rationale: The best defense is an offense.

Implications: Through publications in various journals and magazines, we may be able to counteract the adverse effect the present economy is having on physical education and sport.

9. ***Strategy:*** Train and use parents as teaching aides.

Rationale: Parental involvement engenders support.

Implications: Urge county, State and national officials to involve parents in physical education and sport endeavors. Maximum student and parental involvement will improve the success potential.

10. ***Strategy:*** Gather and publicize data which reflect program values.

Rationale: Many disciplines are vying for program support and funds. Documentation of program values will engender respect for your program and, possibly, aid in the procurement of financial support.

Implications: Gather and disseminate pupil impact data relative to the benefits derived from physical education and sport.

11. ***Strategy:*** Develop and submit proposals for the implementation of innovative programs.

Rationale: Approval will provide funds to effect qualitative and quantitative improvements; non-approval will still result in positive public relations for your program.

Implications: Encourage leaders at all levels to submit competitive proposals. (We are grossly negligent in this area. For example, ACTIVE is only one of two physical education projects which has been validated for national dissemination and diffusion; the total number of projects funded exceeds 180.)

12. ***Strategy:*** Involve interdisciplinary and multidisciplinary personnel in your program.

Rationale: Dispel the image of the dichotomous "mind and body" concept and concentrate your efforts on total child development.

Implications: Physical education and sport are allied with many disciplines. The extent to which we will achieve success depends upon the degree to which we involve appropriate individuals and disciplines.

13. ***Strategy:*** Volunteer your professional expertise as a community service.

Rationale: Community support of one's program will be a natural by-product.

Implications: Urge physical education and sport personnel to volunteer their services to organizations such as Little League, Pop Warner football and Special Olympics. Through their involvement, the quality of existing programs will be improved.

14. ***Strategy:*** Update State and national officials periodically by forwarding newsletters, progress reports, press clippings, new product materials and end-of-the-year reports.

Rationale: State and national leaders are frequently requested to give presentations at regional, State and national meetings. The submission of appropriate, timely material may result in one's program being publicized nationally.

Implications: Establish a national structure for procuring and synthesizing materials at the national level. Obtain funds to publish and disseminate an annual report relative to physical education and sport.

We face a challenge during difficult times. It is our obligation to generate a national campaign which will culminate in nothing less than exemplary physical education and sport programs throughout the United States, programs that will ensure equality of participation for all individuals during an economic period which demands austerity and accountability. Our goal is difficult, but achieveable. I leave you with one thought, that *we infuse sound public relation strategies in each of our sub-committee reports so that we ensure the vitalization of our physical education and sport programs at the local, county, State, regional and national levels.*

Opportunities for Sports Development Inherent in High Quality Programs of Physical Education

BABARA FORKER
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Man's culture began to develop when he moved out of the cave and into the village. His education consisted merely of preserving the folkways while the main objective was to survive and win the battles over the elements. The physical self was held in high esteem, since survival of the fittest was the adage by which these primitive people lived. Although the transmission of knowledge was basically informal, it was nevertheless tied to a strict utilitarian base which prepared early man to meet life's challenges. Their games filled needs of self-preservation later on in life, and their dances were closely tied to serious religious ceremonies fulfilling a spiritual need. Their daily existence demanded certain skills which were learned by the apprentice method. Trial and error created new ways of doing things, and each generation fed on the successes of the past.

The fittest managed to survive; ways of living did become more formalized, and patterns of various cultures emerged. We trace our philosophy of educational thought back to Greece and physical educators refer particularly to its Golden Era, the fifth and sixth centuries B.C. The Athenians set out to develop the educational ideal, which stressed the well-rounded and superior development of the intellectual, moral, physical and aesthetic aspects of man's nature. This ideal is still revered today as educators, politicians, businessmen, researchers, and scientists struggle to improve the quality of life for today and for future generations.

The education system in the United States carries the burden of conveying knowledge, developing attitudes and teaching skills to the youth of our country so that they may carry on the culture inherited and improve upon its quality. Within that educational system, one discipline has been charged with the responsibility of educating the physical aspect of man's nature since it is generally accepted that John Locke's concept of a "sound mind in a sound body" is still valid. That discipline is physical education.

Through the years, physical education has had trouble defining itself to its many publics. It becomes understandable when we realize that physical educators once wore many hats. They not only taught "gym" but health as well. They coached one or more athletic teams; they advised the cheerleaders and pep squad; they conducted after-school intramural programs. Physical education, athletics, intramurals, health, etc. became one and the same to the public. If the football team had a good season in the fall, the school had a good physical education program. To our public that made sense, but to physical education it created a problem which has never been completely resolved. Each of the programs mentioned has value, but their contributions to the individual and society are vastly different. Few school systems have the money to fund all of these programs adequately. So it is essential that people understand the philosophies and objectives of the various programs so that support can be determined from a rational base rather than an attitudinal base.

The United States is unique in the world with its physical education and athletic programs in the schools and colleges. Although there is no nationwide acceptance of minimum time requirements for physical education programs in the schools, we do have State laws which mandate minimum time allotments for instructional physical education classes. Laws vary from the adequate to very inadequate. In some States, health classes, can be substituted to fulfill the minimum requirement of physical education. Unlike other countries, the United States considers athletics an integral part of the school curriculum. Some school systems excuse participants on athletic teams from physical education, which does much to perpetuate the myth that the programs accomplish the same objectives for the individual.

Without pursuing an exact definition of physical education, there seems to be agreement within our field that physical education is concerned with man and his movement. As each person moves, he/she is affected in terms of physiological and/or biological function which is basic to overall functioning and performance. Human movement is also related to our culture and society. Not only does our culture affect the movements made but movement in turn affects the culture. The social significance of human movement can be well illustrated through dance or sports. The beauty and grace found in certain human movement-forms attest to the aesthetic experience which takes on meaning and significance to the performer. Because movement has meaning, people are motivated to move in characteristic ways, sometimes retaining forms of movement as they have always been performed and sometimes initiating changes or completely discarding others.(6)

The American Alliance for Health, Physical Education and Recreation supports the need for planned movement experiences in elementary school children. The foreword in its position paper entitled "Essentials of a Quality Elementary School Physical Education Program," states that:

> ΔWhen properly guided and developed, physical education becomes a purposeful and vital part of the children's elementary school education. It aids in the realization of those objectives concerned with the development of favorable self-image, creative expression, motor skills, physical fitness, knowledge and understanding of human movement. In very real measure, the degree of success the elementary child experiences in his work and play is influenced by his ability to execute movement patterns effectively and efficiently. For the child, movement is one of the most used means of non-verbal communication and expression. It is one of the important avenues through which he forms impressions about himself and his environment. Δ In some observable and learned form, movement underlies nearly all of man's accomplishments. The child, to become a fully functioning individual, needs many opportunities to participate in well-conceived, well-taught learning experiences in physical education.(1)

Educators are well acquainted with the need for developing basic knowledge and the acquisition of fundamental skills before the complex can be introduced and understood. Elementary physical education programs teach competency in managing the body and the basics of movement skills. These skills in turn become the basis for higher skill attainment as used in sports and dance and maintaining fitness throughout life. Children whose early motor skill development is allowed to just happen may suffer lifelong consequences as a result of this abdication of responsibility by the schools. Grown men and women who often are opposed to the physical education program in the schools, calling it non-essential or a frill, are often those who have a poor concept of their physical self.

Elementary physical education is approached by methods designed to individualize the learning situation. Competition in the very early years is minimized until the children become comfortable with themselves. Competitive experiences are increased as the children learn the more complex skills required in a game situation. A soundly conceived and executed elementary physical education program built on scientific principles of the growth and development of children and how they learn should have several positive results:

1. More children participating in a wider variety of movement experiences.
2. More children moving skillfully, not just a select few.
3. More children understanding the limitations of their body, which is vital to their safety and health.
4. More children having pleasurable avenues for recreational pursuits.
5. More children attaining a higher level of physical fitness, which contributes to society as a whole.

Secondary physical education then builds upon the base provided by the elementary program. The position paper of the American Alliance for Health, Physical Education and Recreation entitled "Guidelines for Secondary School Physical Education" outlines the objectives at this level. It says:

> The Instructional program has as its foundation a common core of learning experiences for all students. This core of experiences must be supplemented in ways that serve the divergent needs of all students—the gifted, the average, the slow learner, and the physically handicapped. It must be geared to the developmental needs of each pupil.
>
> The program should provide for a reasonable balance in those activities commonly grouped as team and individual sports, aquat-

> ics, gymnastics, self-testing activities, dance, and rhythms.
>
> Sequential progression in the specific skills and movement patterns involved in the activities included in the above grouping is essential.
>
> There should be opportunity for elective learning experiences within the required program.
>
> The acquisition of knowledge and understanding related to the development and function of the human body, and to the mechanical principles of human movement is necessary.
>
> Learning experiences (physical activities) should be designed to foster creativity and self-direction and to encourage vigorous activity which includes emphasis on safety procedures.
>
> Physical Fitness—agility, balance, endurance, flexibility, and strength—should be developed.
>
> Experiences which reinforce the development of behaviors, attitudes, appreciations, and understandings required for effective human relationships are important.
>
> Special opportunities should be offered for those students who find it difficult and uncomfortable to adjust to the regular program because of physical, social, or emotional problems.
>
> The program should present basic skills which can be employed in a comprehensive intramural, interscholastic, and recreational program for all girls and boys.(2)

It is easy to recognize that there is progression occurring, as the Alliance mentions "sequential progression in the specific skills," "elective learning experiences" and skills which will carry over into competitive sports and leisure time activities.

Most schools provide some opportunities for all children to use the specific motor skills developed in their physical education classes. This is particularly true at the secondary level in the intramural programs. These are available to all boys and girls regardless of skill. Those youngsters with special talent in some selected sports have opportunities to compete in interschool competition through their athletic programs.

Physical Education in the schools is concerned with all children. It is concerned with developing each child's physical and motor skills to full potential. It is concerned with educating everyone about the knowledge and skills of movement necessary to live healthfully, safely and happily. That is the mission of the schools. If it is accomplished, our adult population should continue to pursue activities related to movement throughout life. And if we are to survive in the emerging cybercultural state, planned movement experiences are not just nice and fun and make us feel better but are a "must" if we want to live a life of quality.

The general fitness of our nation has always been a concern, but it was dramatically brought to the attention of the public in 1956 with the findings of the Kraus-Weber tests. Fitness became a focal point of attention not only to provide fit young men eligible for the service but a fitter nation as a whole. Twenty-one years later the United States is participating vigorously in a variety of activities as it never has before. Yet the President's Council on Physical Fitness and Sports reports that:

> Despite recent gains in some areas, we know that fifty million adult Americans never exercise; that youth fitness test scores have not improved since 1965; that the number and quality of school physical education programs are declining; that the rejection rate for volunteers for military service is far too high; and that degenerative diseases associated with obesity and physical inactivity have reached the epidemic stage.(7)

These findings convinced many people that our physical education programs were not accomplishing their stated objectives. This concern extended to American participation in international competition. In 1975, President Ford appointed a Commission on Olympic Sports and charged them with determining what factors impede the United States in developing, selecting and fielding its best athletes for international competition. Our government was and remains concerned that the United States is losing international prestige because of its poorer showing in the Olympic Games. A million and a quarter dollars were appropriated to finance this effort. We are all aware of how athletes are developed in Russia, East Germany, and Cuba. Is that what we in the United States want? The Commission of necessity had to reach a major decision early in the proceedings in order to guide their deliberations. The Commission decided:

> ...that amateur sports activity should emphasize opportunity and access for all interested citizens and not be limited to special programs for a narrow athletically gifted elite. If attention is given to such a broad-based effort, a

> wide range of Americans should be able to profit from the recreational and health benefits of participation and world class athletes will still have the opportunity to develop their skills.(5)

This was a significant decision. Although the focus of the Commission's hearings was directed at the elite athlete, the part our educational system played in identifying, developing and preparing the athlete was not forgotten. We heard the individual sport federations express concern over the caliber of sport skills instruction in certain areas. They expressed a desire to be of service in helping to educate physical education teachers. They reiterated their intent to make available more teaching manuals and aids and to provide personnel for workshops. The sport federations understand the impact that the schools are capable of having on their sports as they told of projected hopes of broadening their instructional base.

C. Carson Conrad for the President's Council on Physical Fitness and Sports made this comment at one of the Commission's hearings:

> While the general public still does not fully understand and appreciate physical education's contributions to the discovery and development of athletic talent, U.S. Olympic leaders do. They consistently have supported daily physical education instruction for all boys and girls, from kindergarten through high school. Their reasons for doing so are sound.
>
> A quality physical education program will develop physically fit young people, teach basic movement and sport skills, and create a favorable attitude toward sports participation and competition. If all of our young people possessed these skills and attitudes, we would have the foundation of an Olympic development program which would exceed even our wildest hopes.(3)

Speaking for the American Alliance for Health, Physical Education and Recreation, Celeste Ulrich said:

> Basic to the final emergence of the world-class athlete is a sound program of physical education which is attentive to human movement potential and which organizes movement patterns into significant forms for the individual. One of the most significant forms is sport and a large percentage of the typical physical education teacher's time is spent in teaching sport skills. It is these skills which are the bedrock for Olympic competition. But much more important is the fact that these skills provide all participants with a way to express their nature, needs and desires. Sport is a very pervasive component of our national image and has the opportunity to enhance our cultural heritage.(4)

These statements were accepted by the Commissioners as worthy as they did support the Commission's original stance on the need for broad based effort in amateur sports for benefit of all interested citizens. However, physical education in the schools was not part of the charge given to the Commission. Because a large part of the physical education program does involve instruction in and participation in sports, there are many implications which can be drawn for school programs.

The Commission's report was released in January 1977. Unlike so many other Presidential Commission reports, this one is very much alive today. Three of the senators who served on the Commission—Senator Culver from Iowa, Senator Stone from Florida, and Senator Stevens from Alaska—have drafted a bill for congressional action based upon the Commission's recommendations. This Senate Bill, S2036, was entered into the Congressional Record on August 5, 1977 under the title "Amateur Sports Act of 1977." The bill in its entirety is not pertinent today but the impact that specific features of the bill could have on physical education is. If the bill passes, there are several positive effects it could have on the school physical education programs.

1. The bill authorizes Congress to appropriate $10,000,000 to assist in the development and administration of national training centers for the development, research, and education in amateur sports. It would also provide $10,000,000 to assist the operation of the U.S. Olympic Committee and its programs.(5)

This direct appropriation of monies by Congress year in and year out will spark a great deal of activity in all sports, even the lesser known ones such as team handball, field hockey for men, water polo. The USOC will have more money for development programs which could in turn affect the offerings in the schools. The help which will be given to upgrade teaching through publications, workshops and technical help is a certainty. We should see a rise in ability levels.

The monies to be used for national training centers will increase the capability of individuals in coaching and officiating. It will spark research and provide much needed scientific information on the impact of competition and training on the young athlete. Many gifted young athletes will have the opportunity to be supported while they train at these centers under the best coaches and with the aid of the most up-to-date information sports medicine can provide.

(The training centers are a reality now as the USOC opened one at Squaw Valley, California this past summer. Over 2,000 athletes trained there. A second one at the U.S. Air Force Academy in Colorado Springs had more limited activity but is in the process of becoming.)

2. Another objective of the Senate Bill, S2036, is "to foster the development of sports facilities for use by amateur athletes and to assist in making existing sports facilities available for use by amateur athletes."(5)

Whenever the government mounts a major effort of this nature, funds become available to aid programs that wish to take advantage of the help. Grants could become available for construction of facilities in certain sports which need promoting, e.g., ice hockey, speed skating. Municipalities and school districts may find compatible enterprises which would satisfy the intent of the law "to encourage participation in sports by United States citizens"(5) The desire of the law to aid the handicapped, promote sports for girls and women and increase opportunities for participation beyond the school age may tax existing facilities but be the impetus for the creation of more adequate ones.

3. The Amateur Sports Act provides for an Athlete's Bill of Rights which mandates among other things the right of the athlete to determine where, when and with whom he/she may compete. As of now the sports organizations such as the National Federation of State High School Associations and the affiliated State associations have absolute control over each athlete. Sport associations holding national and international competitions often are at odds with one another, which only creates a situation detrimental to the individual athlete and the competitive level of the United States. This aspect of the act will provide more competitive experiences for the individual athlete as well as open up the international scene to a wider variety of competitors.

4. In order to more adequately finance amateur athletics, businesses will be encouraged to become involved by supporting broken time payments, that is, paying athletes who work for a business while they train. They will also be urged to contribute regularly to the various sports organizations, and use their advertising to enhance the image of amateur athletics.

We all are aware of the power of big business when it mounts an effort. Visibility given to sports through the media and direct appropriations by business will most certainly have a positive impact upon school programs.

The mere fact that more attention is being paid and more support being pledged to amateur sport should promote the importance of sports in all phases of life.

While the positive features of the bill have the possibility of being felt in the schools and communities, there is also a danger that the bill may cause the teaching of sport to become the main objective of the physical education instructional program. Physical education is more than sports and games—it is all kinds of movement man makes for all kinds of reasons. Many are not at all competitive. But sports and athletics are by far the most visible and most emotional of all programs. Resistance to public pressure is hard, particularly when physical education doesn't keep the score of its successes but must rely on the sound judgment of school officials. It must also rely on a value system which promotes a sequentially built program so that each child has the opportunity to develop into that well-rounded person we cherish.

The way to counterbalance the sport move is to continue to strengthen the physical education programs we have. The intent would not be to diminish the sports program but rather to supplement it, feed into it at the proper time and to prepare individuals to enjoy sport at all levels of accomplishment. It appears to me our first concern should be at the elementary school level where young people are testing themselves, developing confidence, attitudes and skill. Unfortunately school boards have not supported the elementary programs as they have the secondary and very often they are the first to go in a financial crisis. Remembering the objectives of the elementary program, competition is not a major objective but takes its place in the program as proper skills are developed to support it. The push for more competition at this level is very real. The Olympic competitors are getting younger all the time in certain sports. One of the best competitors we have in gymnastics right now is an eleven-year-old girl. We hope she learned not only gymnastic skills and movements in her physical education classes but many other skills.

Another way to complement the competitive drive is to provide excellence in teaching physical education as is done in coaching. The demand for more coaches caused by the equalization of girls' programs to boys', more competition at junior high and even the elementary level has created a demand that cannot be supplied. The problems created by this situation are serious not only to physical education but to the entire teaching field. Often teachers must coach in order to be hired in many school systems. Which part of the job receives the most attention? Both programs—athletics and physical education—would improve if coaching were not a part of the teaching assignment. If it continues, physical education could be set back 50 years as we return to the "throw out the ball" program while the coach figures out his/her game plays.

Physical education needs help, help from its own professionals, school administrations, school boards and State departments of instruction. It needs more identity, more interpretation. Physical education needs to be in the daily life of each child. Our Greek heritage taught us that when physical education is valued, man improves. When physical education is not valued, man declines.

Physical education has stated its philosophy through the objectives mentioned earlier. We could reach a new height in man's existence because we believe in the right of *all* peoples to be so educated. Greece limited theirs to only free citizens—the other 75 percent of the population made it possible for the citizens to have the time to pursue their education. We too have our slaves, machines of all kinds. Machines do labor for us and provide us time, but they also are one of the primary reasons that we need good physical education programs in the schools. We must plan our lives with built-in movement experiences because no longer is physical labor a part of our daily life. The school program is the only place where knowledge, attitudes and skills can be developed that will benefit all peoples. We in the United States have a unique opportunity to make these times our Golden Era. Not only will we identify our gifted athletes but provide all peoples regardless of condition of health, state of wealth or place of residence with lifelong skills for quality living. Whether history records these times as our Golden Era will depend upon the next few years and how we solve our problems.

REFERENCES

1. AAHPER. "Essentials of a Quality Elementary School Physical Education Program." Washington, D.C.: American Alliance for Health, Physical Education and Recreation, 1970.
2. AAHPER. "Guidelines for Secondary School Physical Education." Washington, D.C.: American Alliance for Health, Physical Education and Recreation, 1970.
3. C. Carson Conrad. Statement made to the President's Commission on Olympic Sports, Washington, D.C., June 11, 1976.
4. Celeste Ulrich. Statement made to the President's Commission on Olympic Sports, Washington, D.C., June 11, 1976.
5. Congressional Record, Proceedings and Debates of the 95th Congress, First Session. Vol. 123, No. 135—Part II, United States of America.
6. J. Felshin. "Physical Education: An Introduction," in R.N. Singer et al., eds., Physical Education: An Interdisciplinary Approach, New York: Macmillan Publishing Co., 1972. p. 4.
7. The Final Report of the President's Commission on Olympic Sports, Vol. I. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1977, p. 11.

Thursday, November 17, 1977 (continued)

3:45 p.m. - 4:00 p.m. **Refreshment Break**
4:00 p.m. - 5:00 p.m. **Group discussions**

Based upon reports of six task forces:

Task Force #1, Responsibilities and Opportunities at the National Level for Physical Education and Sport, Donald Hawkins

Task Force #2, Responsibilities and Opportunities at the State Level for Physical Education and Sport, Gordon Jensen

Task Force #3, Responsibilities and Opportunities at the Local Level for Physical Education and Sport, Asahel Hayes.

Task Force #4, Responsibilities and Opportunities of Professionals in Physical Education, Sport, Recreation and Other Youth Work, William Wright.

Task Force #5, Special Needs and Program Opportunities of Handicapped Children and Youth, Thomas Vodola.

Task Force #6, Special Needs and Program Opportunities of Low-income, Inner-City Youth, Diane Lewandowski.

6:30 p.m. - 7:30 p.m. **Social Hour**

Penthouse, Hubert H. Humphrey Building

7:30 p.m. - 9:30 p.m. **Conference Dinner**

Penthouse, Hubert H. Humphrey Building

Toastmaster: Thomas J. Burns, Associate Commissioner for State and Local Educational Programs, Office of Education

Olympism and the Unesco Recommendations, LeRoy T. Walker, President, American Alliance for Health, Physical Education and Recreation, and U.S. Olympic Track Coach (Montreal)

Demonstrations: Student Dance Group, Eastern High School, District of Columbia Public Schools; Ms. Barbara J. Dodd, Director

MG Gymnastics Group, Silver Spring, Md.; Margie and Greg Weiss, Coaches

Heidi Groeber
Barbara Divver
Patti Kieckhefer
Shari Mann
Stephanie Mann
Hollis Peterson
Kim Read
Kerri Tilghman
Debbie Williams
Stephanie Willim

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Olympism and the Unesco Recommendations

LeRoy T. Walker
President, American Alliance for Health, Physical Education and Recreation, and U.S. Olympic Track Coach (Montreal)

I think it is important that such a distinguished group could meet to discuss the recommendations and more importantly to outline operational and implementation steps which are essential. This conference opened on a note of general agreement among the conferees on several basic points. . . .

That physical education and sport contribute to a complete, harmonious development of the individual. Both specialists in the field and educators in general seem to agree that physical education and sport play an important part in the preparation for a quality life and that an effectively conducted program should build the skills, interests and capabilities that will encourage individuals to develop a commitment to movement activity.

I have detected a reconciliation of those advocating the philosophies of traditional and humanistic physical education. So it is encouraging to note that at this conference we will not have to debate the advantages or disadvantages of the traditional or humanistic approaches in conducting educative experiences. The ranks have been closed and both groups have met somewhere along the middle of the road and tend to agree that the central purpose of education is to assist the individual in becoming a fully functional, self-actualized person; that the ultimate goal of education is self direction and wise decisionmaking; that tradition is the vehicle by which a vast range of habits, attitudes, standards and expectations can be carried forward in the interest of human development and human well-being. I submit that there is less agreement on the most effective way to achieve the goals on which the traditional and humanism advocates have agreed. However, I understand that there is a move afoot to begin a society of humanistic traditionalists. . .because we realize that neither group could earnestly and with conviction say that what was learned under one system was any more effective than what was learned under the other if learning did, indeed, take place.

I was one of the U.S. Representatives to the International Olympic Academy Session of Educationists — Olympia, Greece, August 8-15, 1977—Present were Si McNeely — Jody Davenport — Barbara Forker — George Anderson — Al Twitchell.

I listened to the lecturers express agreement on the meaning of Olympism and the "Olympic Movement" as distinguished from the quadrennial celebration of the Olympic Games.

Olympism as a concept embraces much more than the demonstration of the high level skills we observe at the Olympic Games, which mark the beginning of the quadrennium. The games, themselves, serve as an important forum for developing mutual understanding of peoples of the world as enunciated in the opening session yesterday by Christian A. Chapman, Deputy Assistant Secretary for Educational and Cultural Affairs. The games also tend to eliminate barriers.

But Olympism is much more than the elite performer demonstrating the results of fine coaching and teaching. The Games are a part of the Movement. They show the best from among the masses. For example, East Germany will attest to the fact that for every Cornelia Ender, the great female swimmer who won gold medals at Montreal, thousands of young swimmers have been trained in the many Olympic-size pools scattered over the GDR. The Soviet Union will train thousands at sport complexes. Romania's Comanechi is a product of mass training-teaching of gymnastics before the elite are selected for intense preparation.

The concept of Olympism stresses the continuum of physical education and sport experiences. This begins early in youth and continues through the life of the performer. The Olympic Games are one experience on the continuum. Whether you have an experience, ARE experience or DO experience — experience molds, shapes and organizes the behavior of the individual. The story of education, physical education in the instance of any individual, is the story of what experience the individual has had, in what direction, to what degree and on what basis or original endowment it has been built.

Olympism embraces the concept of developing a motor-sensory broad movement development which leads to specific skills performance in selected sports. It is on this theory that GDR took two decathletes who performed reasonably well in the ten events of the Decathlon and coached them to gold medals in the bobsled races at Insbrook in 1976 — Charlie Wells - 100 meters - 200 meters; Herman Frasier — third 400 meters; Gold Medal in the 4 x 400 relay.

They have already cut the approach run time from 2.7 seconds to 2 seconds flat.

Olympism — global concept is the essence of physical education and sport in the USA. The lecturers at the sessions in Olympia, in discussing Unity of Sport and Physical Education, outlined three basic points: (1) that physical education and sport contribute to personal development; (2) physical education and sport serve as a means of developing partnership and understanding; and (3) as a joyful activity contribute to personal enrichment and well-being.

The International Olympic Academy Conferees agreed that physical exercise, sports and games are essential activities to satisfy the fundamental needs of the individual. Physial education activities of a motor nature represent the first possibility of expression and learning. Long before the child can learn to speak, it can feel, touch, grasp, pull, sit, stand and walk. Long before the child is in position to deal with even the simplest numbers, he or she can perform a variety of often complicated physical operations: running, climbing, swimming, balancing. Olympism stresses early and continuous development — so does physical education.

Physical Education and sport, in their disposition for action, offer many opportunities for contact, for mutual help, mutual understanding, cooperation and undertaking joint responsibilities. Physical education and sport, the lecturers agreed, contribute to the development of organic vigor and well being. Olympism and physical education and sport have a common thread. Problem in the USA — word Olympic.

The National Conference of Senior Officials to Consider Unesco Recommendations on Physical Education and Sport should serve a most significant purpose. The conferees have a unique opportunity if we do not try to reinvent the wheel.

Concerns:

Clear the air once and for all that we are the good guys and gals — the white hat gang. We can point to the evidence which proves the point. But we can't afford the luxury of basking in the sunshine.

We must become activists —

Organize for action — make physical education a desirable action.

Enthusiasm, the keynote that makes us sing and makes our peers sing with us.

Enthusiasm — the maker of friends, the maker of smiles, the producer of confidence. It changes a dead-pan salesman into a producer, a pessimist into an optimist, a loafer into a go-getter.

Enthusiasm — if we have it, we should thank God for it. If we don't have it, then we should get down on our knees and pray for it.

No way can we effect change and lead, no way can we inspire students to follow, no way can students respond to the challenges offered them without enthusiasm about what we are all about.

Sensitive, creative, understanding, human beings with a love for teaching.

Enthusiasm — I am encouraged by the enthusiasm of some of my colleagues but find my heart bleeding for others who do not demonstrate this essential characteristic in their work.

There is something about enthusiasm which is contagious. If we are to lead, we must have it.

Enthusiasm — that certain something that makes us great, that pulls us out of the mediocre and commonplace. It is the quality that builds us into power. It glows and it shines. It lights up our face.

U.S. Commissioner of Education, Ernest L. Boyer, alluded to the explosion of interest in physical education and sport activity. He mentioned the need for performance in the classroom, and that physical education and sport contain the essential ingredients for longevity and for emotional well-being. Commissioner Boyer also stated that physical education, because of its very nature, demonstrates education in its most professional sense. Both the cognitive and psychomotor domains are so significantly related.

Commissioner Boyer and Assistant Secretary for Education, Mary Berry, stated that physical education and sport for youths and adults —

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male and female — is legally, morally and educationally, right.

The report of the Chief of the U.S. Delegation to the First International Conference of Ministers and Senior Officials held April 5-10, 1976 at Unesco House in Paris states:

"There is no question that physical education and sport are recognized as vital social and cultural forces by all of the nations that took part regardless of their political ideologies. One of the ironies is that the socialist countries look upon the same modalities — physical education and sport — to promote their intellectual, social and ideological interests, as well as their national health and vigor, as western democracies do to promote their's. One can't help feel that at this time in history the socialist commitment is greater and more deeply rooted.

"There is also the unquestionable condition that the developing nations regard the improvement and expansion of lifelong opportunities for participation in physical education and sport among their highest national aspirations. This perception is not lost on the socialist countries."

While we can point with pride to a number of accords, the statement of the Chief of the Delegation brings into *focus* the problem to which we must give our attention at this conference. Even educators and distinguished citizens outside of the field have spoken out about the values of physical education and sport.

James B. Conant, when President of Harvard, writing in his publication, ***Slums and Suburbs***, said "If I had to choose one department in any high school that can do most to reduce dropouts, to hold the youngster emotionally to the institution, it would be physical eductaion."

Wilson B. Elkins, when president of the University of Maryland, wrote, "There is a strong case for physical education as an integral part of general education. The case must rest on content of lasting value to the individual — content which looks to the future as it continues to serve present needs. It cannot rely on past experiences or be considered as just a modest amount of exercise which may be useful. It must be associated with solid information and the development of habits and skills that will contribute to health and happiness throughout life. It is exceedingly important that physical education and sport maintain a respectable place in the education of the individual."

Paul Dudley White, noted heart specialist, said, "All sorts of evidence points to the need for vigorous activity in childhood and youth and we are coming to recognize the necessity of maintaining appropriate exercise through the middle years. This points up the importance of educating boys and girls to an appreciation and desire for physical activity that will persist throughout life." This, too, was reenforced by Dr. Sam Fox.

In 1960, President Kennedy said at a meeting of the Council on Fitness and Sport, "There is also an increasingly large number of young Americans who are neglecting their bodies — whose physical fitness is not what it should be — who are getting soft. And such softness on the part of the individual citizen can help strip and destroy the vitality of a nation."

Athletics — Sports — Games have become a symbol of the country's best abilities — courage, stamina, coordinated efficiency. Many believe that in these cynical days of doubt and indecision it is through physical education and sport we can best keep alive the spirit of vitality and enterprise which has made us great. It is a vital character builder. Nothing is more characteristic of the genius of the American people than their genius for athletics.

Though learning on the playing fields may not conquer space or build a missile, it might help us miss the mess of an unguided missile. Though it might not help us with our Greek or mathematics, it might bring us closer to the humanities of the Greeks and a national order in the life of which mathematics is prophecy in pure form.

Even if it does none of these things, it might teach us in our anxiety-ridden days to play again, not as a means to an end or an escape from life, but as an intrinsic good, a consummation of the truly creative act in which men and women's knowing, doing and being are one.

This in itself is sufficient justification for physical education, recreation, dance and the health knowledge which accompanies them. This is Olympism.

The unique contribution of the Conference to the future of physical education and sport can be best achieved by providing some rather dramatic suggestions for implementation of the recommendations.

Commissioner Boyer reaffirmed his intent to support the recommendations. Assistant Secretary for Education Berry avowed that she and Mr.

Califano will be awaiting the results for careful review.

It is necessary, in my opinion, to offer some dramatic implementation steps:

Broad involvement of all sectors — public, private, State, Federal, local communities;

Immediate establishment of an office of physical education and sport in the U.S. Office of Education;

Establish procedures for gaining approval of legislation which mandates a physical education requirement in all States;

Establish procedures for gaining support for financial assistance to programs at all appropriate levels;

Implement broad, developmental programs which will serve as a base for the programs for the elite.

To achieve the ends desired and to provide proper impetus to the plan, we must become an "interest group" which is willing to work for and support the goals of the profession. The broad effort will demand the involvement of professional people with great enthusiasm.

Friday, November 18, 1977

9:00 a.m. - 12:00 noon **Group Discussions (Cont'd)**

Based upon reports of six task forces:

Task Force #1, Responsibilities and Opportunities at the National Level for Physical Education and Sport, Donald Hawkins

Task Force #2, Responsibilities and Opportunities at the State Level for Physical Education and Sport, Gordon Jensen

Task Force #3, Responsibilities and Opportunities at the Local Level for Physical Education and Sport, Asahel Hayes.

Task Force #4, Responsibilities and Opportunities of Professionals in Physical Education, Sport, Recreation and Other Youth Work, William Wright.

Task Force #5, Special Needs and Program Opportunities of Handicapped Children and Youth, Thomas Vodola.

Task Force #6, Special Needs and Program Opportunities of Low-income, Inner-City Youth, Diane Lewandowski.

12:00 noon - 1:30 p.m. **Noon Intermission**

1:30 p.m. - 4:00 p.m. **Final General Session**

Auditorium, HEW North Building

Presiding: Reuben B. Frost, Conference Coordinator

Mini-Concert

Woodson Senior High School Male Chorus, District of Columbia Public Schools, Samuel Bonds, Director

District of Columbia Youth Orchestra, Lyn McLain, Director

Reports: Chairmen of Task-Force Discussion Groups

A Superintendent Looks at Physical Education, Vincent E. Reed, Superintendent, District of Columbia Public Schools

A Moving Language, Celeste Ulrich, University of North Carolina, Greensboro, N.C., Immediate Past President, AAHPER

Closing Ceremonies

A Superintendent Looks at Physical Education

VINCENT E. REED
*Superintendent, District of Columbia
Public Schools*

I am a physical educator — have been for a long time. I am very proud of that. It's something about having been a physical educator that makes you very sensitive to the needs of young people and that's what we are all about. Our school system hires about 10,700 people of which about 7,019 are teachers and we have about a three hundred million dollar a year budget, which is a lot of money. People say to us that we should run our school system like they run big business. I reject that because I say to them at all times that in big businesses at the end of the month you can look at the books and you can tell your gains and you can tell your losses but you can't do that with young people. It takes years sometimes before you find out if we made any impact on them at all. So you can't give up on them.

If you will bear with me, let me tell you a little story that happened to us this morning. I was late because in one of our elementary schools two youngsters were abducted from the streets on the way to school yesterday morning. A fourth grade youngster who saw the man and woman take the kids and put them in a car was able to describe the abductors, was able to tell the policemen what kind of car it was and was able to remember three numbers of the license plate. A fourth grade youngster — and as a result of that they were able to trace the youngsters and found out that a father that lives in another part of the country had hired these people to abduct his two children. So I am saying you can't give up on young people, you can't tell who's going to pan out and who isn't. As educators and people interested in young people, the reason you are here is to make recommendations for the betterment of those young people.

Let me tell you about Frank Bolden for a minute. Frank is a very modest guy. He has headed this system for a long period of time. Before coming to his present position, he and I worked at a school together. He is a hardnose guy, a plain talking guy of whom we are very proud because he has gained a national reputation.

The young orchestra that you saw here this morning — it is a worldwide, world-known group. Some of those youngsters are elementary school kids, whether you believe it or not, and they are fantastic. So we have many many good programs in the city.

No superintendent can stand before a group and not brag about his school system so I am not going to pass up this opportunity. We are very proud of a lot of things in our system. Unfortunately, we are the nation's capital and we get more paper coverage than any school system in the world. Many times, unfortunately, the papers prey upon those things that are negative rather than on those things that are positive.

A Moving Language

CELESTE ULRICH
University of North Carolina
Greensboro, N.C.

The verbalization of concepts has been noted as the cornerstone of human intelligence. The ability to transmit ideas via both spoken and written words appears to be a unique function of *homo sapiens* and may have been the single facet most responsible for enabling humans to enjoy our vantaged place in our known world. Because it is unusual the acquisition of language suggests that process might be a discriminatory agent. Thus we have been mesmerized by the mechanism of language and have doted upon its importance. We take great pride in the baby's first words, we stress cognitive values in the school, and we store our libraries with the written wisdom of our intellectual heritage. We subscribe to academic areas which are catalogued by written language and we measure our nation's status in relation to the literacy-illiteracy ratio. We are enamoured by cognition's translation. And rightly so, for the written and spoken language have enriched our individual lives even as they have enhanced our national aura of literary sophistication.

But in our enthusiastic subscription to the cognitive domain of human behavior, often we have ignored the most basic behavior of interaction — that which is called the motor domain — the moving language. It is a language which the human has been able to effect with complicated nuances and intricate subtleties of connotation. It is fundamental to our very nature.

The moving language is an antecedent of both oral and written patterns of expression. Movement is the new born child's link with reality, it is the child's expression of self. The baby's first steps herald human independence, and the action of the child in primary play groups is a letter to the world expressing the nature, needs and desires of that young human. We nod our head to confirm or deny, we shrug our shoulders to convey indifference, we use our hands to describe concepts which defy words, we posture ourselves to depict attitudes, we tap our feet to suggest impatience, we constantly utilize nonverbal action to say more than we speak.

But in addition to gesticulation, our very existence depends upon movement, systemic movement. Our hearts beat, our lungs expand and deflate, our digestive organs are peristaltic, nervous impulses cruise through the intricate network of axons and dendrites, our muscles contract, our endrocrine juices ooze through our being. In short we are a pulsating, contracting, expanding, vibrant mass of movement whose very life depends upon the ability to be active. To mean, we must move.

It is the development of that language, the moving language, which we have often left to chance. It does develop in most instances even when scant attention is paid to its nurture, but its development always reflects the environment in which it has been fostered. In the schools, the nurturing environment has been paltry. The physical *of* education demands attention if we are to serve the tenets of the Unesco recommendations and if we are to contribute to the real education of the whole person in our country.

Traditionally, the moving language has been the focus of that subject which we label physical education. The term itself is anachronistic in the contemporary educational world. All of education involves the physical. However, physical education is still identified as that body of knowledge which is directly concerned with the art and science of human movement and which utilizes various movement forms to explore the perimeters of human endeavor. Usually those movement patterns take the forms of sport, dance, aquatics and gymnastic activities and they have been used in various ways to interpret the human's potential; to provide the vocabulary for the moving language. Just as there appears to be a neural center which caters to oral language, so there is a neural center which controls movement. The human stores understandings in a neural memory bank. We might label the storage of the moving language as a kinesorium of understanding, a memory bank of motoric patterns which help translate the self and enable interaction with one's environment. The responsibility for the funding of that kinesthetic memory bank usually has been the responsibility of physical education.

The moving language taught by physical educators is not always understood. As I see physical education through the eyes of my academic colleagues, it is a "good influence" subject which is reported to help people stay healthy, be fit, have a desirable personality, know what to do with their leisure time, and smell clean. It is peopled with virile males who were all football linesmen and buxom ladies who are assertive and independent. It is a curricular frill, an expensive headache for administrators, a catch-all for scheduling problems. Its proponents are usually enthusiastic, extrovertish, mesomorphic people who appear as if they just "crashed in" from the great outdoors. They are usually organizing something and they are often popular with the students (without even trying) because they sponsor play instead of work. In many, many schools, physical education is of a "lower order" than things concerned with the intellect. Physical education deals with muscles and sweat instead of mind and recall. It may be mandated by the State as necessary, but it is not academically desirable and certainly not scholastic enough to be granted the educational boon of "credit." Physical education is that area of education where many "brains" do poorly with the subsequent reasoning suggesting that brain is not correlated with brawn. Physical education has little to do with standardized tests producing intelligence quotients and even less to do with college entrance credits. Physical education is interscholastic/intercollegiate athletics, the cheerleaders, the Red Cross swimming program, the athletic father-son banquet, the faculty-student basketball game, the modern dance recital, the intramural program after school. Physical education is the only gender-identified subject matter in the entire school. It is the subject which most kids like, that gives little if any homework, that provides recreational activities, that usually demands uniforms and showers and that teaches sport oriented skills. It has no real eggheads, no intellectual giants, and nebulous standards of grading. It has assertive and at times, discontented, athletes; some coaches not able to articulate what they mean; and some lazy teachers who toss balls at kids. It is the course in the curriculum which demands total involvement, which still expects and gets the best from most participants, which has a public relations potential superior to that of anything else in the school, which elicits real joy, which cares about students' confidence, which understand mediocrity even as it produces excellence, which basks in an aura of joy, and which has a group of committed disciples.

Now, whether such an image has positive or negative value to each of you depends upon your frame of reference about what is important in education. I am sure that there are positive and negative aspects of that projection, just as there are for every other bit of subject matter in the curriculum. The image has been built over eons and is almost a prototype of established reflection. It is an image which has given mute testimony to the fact that a moving language is the bedrock of education - credit or no credit, understanding or lack of concern, belief or scepticism.

Such an image can find its history in the educational eons of the past. For many, many years the dualism of mind and body was a generally accepted assumption. The body housed the mind, which in turn, catered to the soul. Obviously, such logic made the body important, but base. Therefore, it was reasonable that each person keep the body in a state of adequate health in order to accommodate the mind, and eventually elevate the soul. The admonition of Juvenal *mens sana in corpore sano* in no way suggested congruency of those two entities. Systems of body conditioning — or gymnastics — were set up in ancient civilizations to facilitate the development of the "body beautiful," and in their most fundamental forms these were programs in the education *of* the physical. The body was treated as the temple of the mind and was attended to accordingly.

Then, as might have been imagined, it was suggested that a strong body was the stimulus of a keen intellect and encompassing spirit, and the curriculum in physical education moved into a paramedical phase. This was the onset of preventive medicine; where it was assumed that health would offset the development of pathogens and thus guarantee well-being. Preventing ill-health was a logical next-step in the thinking of education and it was relatively easy to suggest to a naive public that physical education fostered good health. Hence, physical education became a vaccination, using activity as the vaccine — usually in the form of sport. It was a vaccine for males and females, administered in isolation from each other.

The problem at this stage was to convince individuals that such a vaccination was worth the trouble because desirable gymnastics programs insisted upon sustained effort with lots of accompanying sweat. Fortunately, at hand and ready for use, were the additional serums of sport and games. Gymnastics had always been cognizant of such substitute serams, realizing that sport, games, aquatics and dance demand strength, endurance, flexibility, agility, and coordination. Consequently, it was not difficult to assume that sport and games not only demanded these attributes but indeed sport and games fostered, or even created such talents. So the medical doctors who were the directors of the gymnasia started to advocate sport and games as a substitute for formalized gymnastic programs.

From such a stage, the evolvement of the next era in the physical education curriculum was facilitated. It was noted that sport, games and other movement forms did more than just develop physiological behaviors. Such activities also insisted upon behavioral responses which *could be conditioned*. Hence, physical education activities became the means by which a person might be physically trained and conditioned and behaviorally structured as well. The student was taught the rule of sportsmanship, the idea of fair play, the processes of socialization through both competitive and cooperative models.

However, the enlargement of expectations for physical education did not eliminate atomistic thinking. It was still assumed that sport, games, aquatics, dance and gymnastics were of "things physical" which remained a lower order than things mental and spiritual. The body was only a tool. So with the support of the then current research in behavior, there was the general understanding that physical education was no longer the education *of* the physical but rather education *through* the physical. The physical being, the body, was the tool of instruction for a higher good. Physical education classes became learning laboratories rather than training areas.

This tacit, but unrecognized, acceptance of holism and the moving language acknowledged the cardinal principles of education which were forged at White House conferences. The "education for leisure" concept was gleefully embraced. However, the earlier proponents of conditioning did not abandon their past understandings easily, so the area of physical education had both "fitness" and "skill for understanding" camps of thought.

The physical education curriculum added more things, subtracted little, and became a potpourri of interests. As a result, even today physical education is still allied with health education, and most States certify prospective teachers in health and physical education jointly, assuming that knowledge in one automatically assures knowledge in the other. The "new physical education" which was proclaimed by Sargent in 1889 and endorsed by such people as Thomas Denison Wood, Rosalind Cassidy, Clarke Hetherington, Jesse Feiring Williams and others utilized the idea of sport and games from 1920 on, and the new curriculum had a sport skill orientation. Thus, instead of Swedish or German gymnastics, instead of eurhythmics or Dalcroze, activities such as football, tennis, modern dance, baseball, swimming, ballet, badminton and a host of other like movement forms took their place. As a partial elective program came to replace a required program, it was assumed that students would be prudent in selecting a variety of experiences.

To be sure, even today, there remain those teachers who are still convinced that neuro-muscular training is the *sine qua non* of physical education; there are others who are still convinced that education for leisure is the crux of physical education. Each of these groups supports those activities which best exemplify the emphases selected and many still sponsor gender identified programs. So, today, in most parts of our country, the curriculum in physical education is a sport oriented curriculum, a curriculum which acknowledges the developmental process of growth and makes the assumptions that if sport and game skills are mastered, that concomitant behavioral effects will occur and value learning will be automatic. The behavioral side effects can be controlled so they reflect the values of the teacher directed program. The sport skill acquisition program also assumes that there will be neuromuscular adjuncts which will assure strength, endurance, agility, flexibility and coordination. There will be the preparation for leisure pastimes. Accordingly, we are now faced with the tri-headed animal called health, physical education and recreation. We have convinced legislators, school administrators, parents, students, and even ourselves that sport is physical education and physical education is sport. It is not really true.

Sport is *one* of the modes used by physical education to enrich the language of movement. Sport is also used as it is organized into athletic ventures — ventures which structure sport so as to expose skill excellence to the society and to encourage appreciation of human movement perfection. Art has its galleries, music has its concert halls, drama has its theaters and sport has its stadia. It is in those stadia that we are privileged to see women and men demonstrate the language of movement with a perfection seldom available for ordinary mortals. To hit the homer, to return the punt, to ace the serve, to sink the basket, to dodge the lunge, to catch the trick, to smash the bird, to parry the thrust — these are the language of the movement masters — women and men who are movement linguists *par excellence*. Athletics, at its finest, provides the backdrop for movement. Movement devoid of commercialization; movement for the enrichment of the human potential.

Sport as employed in the athletic model is for display. Sport as employed in the physical education model is for play, for the accumulation of more movement data to store in the kinesthetic sensorium — data from which can be drawn information to enable one to meet any situation with purposeful action patterns.

Now a new day is dawning for physical education, as a new day is dawning for all of education, all over the world. We are beginning finally to truly believe in holistic commitments. Jerome Brunner speaks of finding relevence in doing, and physical education has always endorsed the moving language. In education, we are beginning to understand that neuro-muscular maturation is only one aspect of the developmental process and that there is merit in taking a person from where that person is to where that person might come. We are beginning to see the impact of gaming theory on all of learning and we are using games to help with the language of movement as it interprets history, mathematics, and science. When Krech, the great behavioral scientist from California, was asked to comment on the significance of play behavior in his laboratory animals, he suggested that play was the most meaningful learning experience in which any animal participated. When he was asked to project further the relationship of that statement to the play of children, Dr. Krech responded "the rules of atomic physics and nuclear electronics are but child's play compared to understanding child's play." It is that language of movement structured in games which physical educators espouse.

But let us be more specific about the new curriculum in physical education. If I were to attempt to elucidate the conceptual subject matter of that discipline which calls itself mathematics, I would have to conclude that it is the discipline of quantitative analysis. Mathematics is concerned with counting and it seeks numerous ways to accomplish such a task. Arithmetic, algebra, geometry, calculus, trigonometry, are all systems of quantification. You understand how to handle "hunks of stuff," to bring order to chaos, and to relate to masses of matter. You use math in the grocery store, in the bank, in finding the right page of a book, and in calculating the extent of the solar system. Quantification is essential to a meaningful life.

If I were to attempt to ascertain the conceptual matter of written and oral language I would have to conclude that it is the discipline of communication. Language is concerned with the interrelationship of people, and it uses numerous models and various tongues. Literature, prose, poetry, speech, news and drama are all ways of communication. You communicate to relay ideas, to remember the past and to explain abstractions. You use language when you read the newspaper, when you talk by phone, when you write a letter, when you watch T.V., when you sing a song and when you ferret out the significance of Kirkegaard. Communication, through language, is essential for a meaningful life.

If I were to attempt to ascertain the conceptual subject matter of physical education, I would suggest that it is movement. Physical education teaches people to move, usually through play activities, to achieve well-being. Movement patterns are interpretations of the self, a non-verbal language of interaction. Adaptation is the keystone of disciplinary intent. Physical education uses sport, games, dance, aquatics and gymnastics to understand the language of movement. You move to know who you are. You learn your potential and your limitations. You reach the inner core of self-determination through activity. You learn what are the organizational patterns possible for moving humans; you learn how to create new patterns and find "style" in how you move. You are a part of a long history of activity, you understand abstract connotation such as being "upside down" "in a spin," "leaping obstacles," "hopping thither and yon" and a myriad of other movement oriented ideas which have their bases in generic, ordinative and creative patterns of movement understanding. You use movement when you walk across the room, when you put on a clean shirt, when you climb a mountain, when you swim across the lake, when you farm your garden, when you kneel in church, when you guide a child through a busy crowd and when you type a letter. You only realize how essential the language of movement is to your very being when you no longer have it — when you are limited in movement expression. The language of movement is absolutely essential to sustain life, meaningful life.

The "now" physical education is cognizant of both positive and negative values. Behavior consistent with all aspects of movement is not automatically "good." The value of the movement is totally dependent upon the expected outcome. Because games have been predicated upon the concept of equality and because there are just rules to govern play, rules which are easily discerned and acknowledged by the participants, the behavior becoming to play tends to be moral and ethical. However, when the result is geared to the outcome of victory as opposed to defeat, permutations can be brought about in game behavior which are neither moral nor ethical. There can be expletives in the language of movement which hurt and do harm just as numbers can be used to cheat and words can be used to abuse and malign. Behaviors sponsored by gaming must be reflective of the best cultural directives. Human rights need to be respected and those of us in charge of athletics, intramurals and class activities must continually check our moral conscience to make sure that we do not exceed the authority freely granted by participants.

The language of movement is ageless and asexual and as we provide opportunities for its use we must be vigilant not to restrict its availability only to young males. Schools have been attentive traditionally to the young and it is hard for us to remember that there are millions of people, well beyond the age of formalized schooling, who ache for activity opportunities. In one housing unit that I know, which admits only people over the age of 65, the apartment dwellers are looking for good physical educators. "We're sick of doing handicrafts," an eighty-five-year-old friend tells me "I want to move and have fun." The inhabitants of this particular complex have set up their own 100 mile walk. Paths have been charted up and down corridors and hallways, around buildings and parking lots, to stores and theaters. Each person marks off the daily progress made and when the magical 100 has been reached, a patch is awarded which is worn as proudly on the overcoat as a teenager wears a warmup suit with an Olympic emblem. The language of movement is initiated before birth and continued until death. The richer the language, the greater the opportunity for self-fulfillment.

Not only the seniors among us have rights in activity, so do the females. The resurgence of feminism has brought into sharp focus the fact that many females have been "acculturized" to avoid movement patterns found in play. There never has been any indication that females could not move with power, force, endurance, agility, flexibility and coordination. However, all of those forms were relegated to work-oriented tasks. Hanging wet clothes up to dry, lugging children up and down steps, hauling wash buckets in and out of rooms, pushing brooms and mops and vacuum cleaners, carrying groceries and linen, scrubbing floors and windows, ironing and washing and house and people tending have all insisted upon a rich language of movement for the average female. To suggest that such strength, endurance and agility should not be used in presonal development, in gaming, has been a cultural artifact which is yet another symbol of discriminatory privilege. As we are learning that females are capable of play behavior and that such behavior is as enriching to women as it is to men, we are watching a contemporary revolution in progress.

Female participation in athletics has burgeoned over the past few years. Over two million girls and women are now participating in collegiate and scholastic sports. Yet, female high school athletes still constitute only 27.8 percent of all high school athletes and the male budget for sport is five times greater than that of the female in high school and 30 times larger than the females in college. This is *not* due to the commonly offered excuse "Girls just aren't interested." Girls are interested in activity - very interested. As they learn that they can have a healthy concern about their bodies, about their activity, about their gaming opportunities, the numbers of participants will continue to grow, and grow fast.

In this enlightened era, there is no longer any excuse to offer females second class citizenship in the activity world. What happened in the past may have been the result of a social bias so deeply engrained that it was not discerned, but any discriminatory practices exercised today against females are contrived and dishonest. They represent at best the commitment of the privileged group to selfish monopolistic indulgence and at worst to illegal chauvinistic immorality. Those of us who have dedicated our lives to education must assume the role of examplar and make sure that the Unesco admonition regarding special attention to the problem of women in sport and physical education be heeded.

The handicapped have often received the same benign neglect as have the aged and females with regard to the language of movement. The assumption has been made that pathology dictates activity limitation and the usual pattern has been to see what restrictions are necessary rather than what potentials are possible. Handicapped individuals are further handicapped when they are denied the language of movement. Physical education activities in the mainstream of programming can be a part of the handicapped person's heritage. Such a pattern insists upon greater understanding on the part of teachers and additional responsibility on the part of society — but it is certainly possible.

All of the change for the enrichment of movement opportunities is to a great part dependent upon facilities, equipment and leadership. To close the gymnasia of our country after school hours or after the final practice of the varsity team is an abomination and an affront. Like many of you, I pass dozens of schools and colleges each weekend where the doors of the gym, the pool, the dance studio, the exercise room, the tennis courts, the field space are tightly chained and locked. Private facilities are crowded to their peak and people are being turned away. Yet the schools keep their facilities closed. The problems of liability, misuse, vandalism, and arson are real and cannot be ignored, but there are ways to solve such problems and still give the facilities to the people whose money and interest sponsored their erection. On every school payroll, there should be a community administrator for physical education. Fees could be levied to pay for the individual and additional tax monies could be sought to fund this dire community need. In addition, it would be possible to set up lending centers for equipment in the same way that communities now have lending libraries of books.

The reading of some of the classics may change a person's life. The utilization of certain movement equipment may open a door of understanding which will alter a human experience and effect a lifetime attitude. A number of countries are discovering how important it is to make facilities and equipment available after school hours to everyone in the community. There are all sorts of meaningful spin-offs for the relationship of the school and the community as the language of movement has been shared. As James Michener has noted, the only meaningful remains of the great civilizations of the past have been their temples and their game arenas. We have the opportunity to make such an historical vestige a prologue for the future.

To further explore the language of movement, monies are necessary for research and the dissemination of knowledge. It is appalling how difficult it is to find funding to study this most basic of human patterns. It is absolutely essential that we put as much pressure as possible upon funding agencies to help with the understanding of movement. The American Alliance for Health, Physical Education and Recreation has a delivery system for such information which is ready to be utilized. This delivery system has almost a century of experience and has never come near to its potential of operation. Government educational agencies must be taught that research on the language of movement is of consequence and that funds should not be withheld by effete academicians who are only mesmerized by words and have some ill-conceived ideas of what is scholarly.

There is so much to do gentle people. But there are many of us to do it and we are of good heart. You and I have in our arena of influence the potential to enhance the moving language which is our responsibility. It is an awesome task, but an exciting and challenging one. You and I have the potential to sponsor change and I believe that we can do it. Energy begets energy. Let us include others in our energy aura; the millions of others who care. Energy is best related to goal and as we formulate the goals of the language of movement the chances for energy generation will multiply.

Change takes commitment. It takes commitment to march to the tune of a different piper. You and I are agents of change and we are committed to providing opportunities for all to learn the language of movement.

This conference will be no more than an interesting series of ideas unless we pledge ourselves to bring about the changes we have identified as being essential. Things do not change at the international, national and State level through talk. Things only change by action. If each of us here this afternoon will promise a commitment for meaningful change, will bring about at least one small bit of positive action, this conference could be the beginning of a mighty crescendo of action which would echo the need of our nation for the fundamental human value of a moving language. To do less would be unthinkable. To do more would be a subscription to an enriched quality of life.

Task Force Reports:
Working Papers and Recommendations

Task Force Members

Task Force I

Dr. Donald Hawkins, George Washington University, Chair

Mr. Mel Appel, Bureau of Education for the Handicapped, Washington, D.C.

Ms. Marian F. Bendixsen, Editor, Leisure Information Service, Washington, D.C.

Mr. Frank Bolden, District of Columbia Public Schools, Washington, D.C.

Dr. James L. Breen, Department Chairman HKLS, George Washington University, Washington, D.C.

Dr. Raymond Ciszek, American Alliance for Health, Physical Education, and Recreation, Washington, D.C.

Mr. Matthew Guidry, President's Council on Physical Fitness and Sports, Washington, D.C.

Mr. Jerry Glass, Graduate Student, George Washington University, Washington, D.C.

Mr. Michael Harrigan, Trigon Sports International, Washington, D.C.

Mr. William Hillman, Bureau of Education for the Handicapped, Washington, D.C.

Mr. Paul Hippolitus, President's Committee on Employment of the Handicapped, Washington, D.C.

Mr. Robert O. Jones, Department of State, International Athletic Programs, Washington, D.C.

Dr. Carl Troester, Executive Director, American Council on International Sports, Washington, D.C.

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Dr. Patricia J. Bruce, James Madison University, Harriburg, Virginia

Dr. Carl S. Christensen, Chairman, Department of Physical Education, Boston, Massachusetts Public Schools

Mr. Larry Hawkins, Director of Physical Education, Chicago, Illinois Public Schools

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Dr. Thomas M. Vodola, Director, Project ACTIVE, Oakhurst, New Jersey, Chair

Mr. Sal Abitanta, School Program Coordinator, New Jersey Department of Education, Sommerville, New Jersey

Dr. David Bilowit, Kean College of New Jersey, Elizabeth, New Jersey

Mrs. Edwina M. Crystal, Township of Ocean School District, New Jersey

Mr. Alfred Daniel, Cherry Hill School District, Oakhurst, New Jersey

Dr. Michael G. Davis, University of Wisconsin, River Falls, Wisconsin

Dr. George Gerstle, Glassboro State College, Glassboro, New Jersey

Ms. Mary E. Gray, Learning Disability Specialist, Longmeadow, Massachusetts

Ms. Beverly Maimoni, Berkeley Unified School District, Berkeley, California

Mr. Elwood N. Sattewall, St. Louis Park Public Schools, Minnetonka, Minnesota

Dr. Julian Stein, AAHPER-IRUC, Washington, D.C.

Ms. Sally A. Whalen, Sunrise School, Monroeville, Pennsylvania

Task Force 6

Dr. Diane M. Lewandowski, Administrative Coordinator of Health and Physical Education, District 3 - Chicago Public Schools, Chair

Mr. Frank P. Bolden, Director of Health, Physical Education, Athletics and Safety, District of Columbia School System, Washington, D.C.

Dr. Irwin Tobin, Director of Health and Physical Education, Board of Education, New York, N.Y.

Task Force #1

Responsibilities and Opportunities at the National Level for Physical Education and Sport

DONALD HAWKINS
Chair

The focus of the National Conference of Senior Officials to Consider Unesco Recommendations on Physical Education and Sport is on the educational aspects of sport for all children and youth of school age. Particular consideration is being given to emphasizing the development of sport and lifelong participation. To aid in conference deliberations, Task Force I is charged with reviewing Federal legislation and program opportunities and resources of national organizations; examining and developing possibilities for extension and coordination of these resources and services; and recommending procedures for building increased official, professional and public support.

Review of Federal Programs

Support for physical education and sport does not now receive Federal priority, and funding is decidedly limited. Nevertheless, there is a significant number of agency efforts which support physical education and sport programmatic activities and facility development. The primary sources of support are outlined below:

Programmatic Activities

Community Services Administration (CSA)

The Summer Youth Recreation Program provides recreational opportunities for low-income children ages 8 through 13 during the summer months. Opportunities vary but may include playground activities and organized sports and games. Activities are coordinated with the summer youth employment program and those of Community Action Agencies.

The National Youth Sports Program provides opportunities for disadvantaged youth, ages 10 to 18, to engage in competitive sports, benefit from sports skills instruction, acquire health knowledge, improve their physical fitness and become acquainted with career and educational opportunities. Under contract to CSA, the National Collegiate Athletic Association directs the program.

Department of Health, Education, and Welfare

Many authorizations of the Office of Education provide funds and services for target populations for aspects of education that have implications for physical education. Under provisions of the Elementary and Secondary Education Act, funds have been made available to local educational agencies to strengthen educational programs serving disadvantaged students. These programs may include physical education. Under Title IV ESEA, funds may be used to sponsor innovative and exemplary practices in physical education and for instructional materials and equipment, textbooks, and library resources. Grants for the improvement of educational opportunities for Indian children also may support physical education programs.

The *Women's Education Equity* program has established projects to assist in the interpretation of Title IX and to support physical education activities associated with educational equality. The *Community Education Program* provides assistance through project grants to establish community education centers which provide, among other things, recreational services in accordance with the interest of the community.

Support for programs that serve handicapped children are particularly noteworthy. The *Bureau of Education for the Handicapped* (BEH) has provided significant support for professional preparation curriculum and development as well as for field initiated research. Now provisions of P.L. 94-142 clearly establish legal and funding commitments for providing physical education services to handicapped children. The *National*

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Advisory Committee on the Handicapped in its 1977 Annual Report noted this mandate and recommended that BEH make a particular effort to ensure the provision of these services.

The *President's Council on Physical Fitness and Sports* (PCPFS) is charged with developing, coordinating and implementing a nine-point national program of physical fitness and sports. As such it does not have legislative authority to grant funds. PCPFS operates primarily through education, persuasion and awards programs. The Council stimulates financial support and coordinates action for desirable programs by institutions, organizations, industry and other Federal agencies. Through consultative technical assistance, public information and special demonstration projects, the PCPFS encourages development and promotion of physical fitness and sport programs for all by working with public and quasi-public authorities, sports governing bodies, and federations.

Other HEW divisions which support recreation/fitness components are the *Office of Child Development — Headstart, Office of Youth Development — Runaway Youth, Developmental Disabilities Office, Social and Rehabilitation Services and Administration on Aging.*

President's Committee on Employment of the Handicapped

The subcommittee on Recreation and Leisure is concerned with promoting employment of the handicapped person in parks and recreation and with the removal of architectural and transportation barriers. They provide advisory services, counseling and technical assistance, conduct national publicity programs and provide promotional aids.

Facility Development

Department of Agriculture

Through the *Farmers Home Administration* recreational facility loans are available to assist farm and ranch owners to convert all or a portion of their farms to outdoor recreational enterprises. Such enterprises that may be financed include swimming facilities, tennis courts, and winter sports areas. The *Community Facility Loan Program* is intended to provide financing for essential community facilities in rural areas with populations of less than 10,000. Although these funds can be used for recreational purposes, there is much competition for funds, and States normally give priority to public safety and health projects in public buildings.

The *Forest Service* provides outdoor recreation opportunity consistent with Forest Service land use and provides support for two sports, alpine and nordic skiing, through franchise programs.

Department of Commerce

The public works program administered by the *Economic Development Administration* provides funds to help build facilities and create jobs in areas of high unemployment. A variety of sport recreation facilities have received financial assistance including school athletic field improvements, tennis and basketball courts, swimming pools, ice rinks and softball parks.

Department of Housing and Urban Development

The *Community Development Block Grant Program* may support the development of participatory recreational facilities and services in conjunction with meeting community development and housing needs of low or moderate income families.

Department of Interior

Through the Land and Water Conservation Fund, the *Bureau of Outdoor Recreation* provides the largest amount of direct Federal financial assistance for the acquisition and development of recreational facilities. Acquisition and development grants may be used for a range of projects such as ballfields, tennis courts, outdoor swimming pools, etc. Such facilities must be open to the general public. Priority consideration generally is given to projects serving urban populations. The Bureau coordinates plans and activities for Federal programs involving outdoor recreation interests and provides technical assistance to states, local governments and private interests in developing programs.

Where such activity is consistent with *National Park Service* land use, the service actually promotes sports activities by making land and/or facilities available for a variety of recreational sports such as soccer, softball, ice skating, and canoeing.

Department of Treasury

The *General Revenue Sharing Program* provides approximately $6 billion per year to nearly 39,000 units of State and local government. Funds are allocated according to census data and paid automatically each quarter. Under present law, general revenue sharing funds may be used by State governments for any purpose that complies with State law. Local governments may spend general revenue sharing funds for any capital project and/or for operating and maintaining programs provided these uses would be legal expenditures of the communities' own funds. Decisions on spending are made at the State and local level.

Other Federal Agencies

Several other agencies impact on recreational sports. The *General Services Administration,* in cooperation with BOR, has transferred significant parcels of Federal surplus real property to parks and recreational authorities. The *Department of State* sponsors international sports exchanges under the *Mutual Education Exchange Act.* The *Consumer Product Safety Commission* investigates and specifies safety standards for a range of sports-related products.

The military services have a vast network of recreational sports facilities and have organized activities at all levels — base, command, interservice, national and international. Civilian access to active military sports facilities on a regular basis is presently prohibited, except where special requests have been granted by a local commander. Military regulations do not permit civilian access to these facilities on the ground that the bases are built on estimated military population levels and frequency of use.

Review of National Organizations' Efforts

The Task Force reviewed recent activities by national organizations, including professional and trade associations, scientific societies, labor, business and industry, medical organizations, mass media, and consumer organizations. The *American Alliance for Health, Physical Education and Recreation* is particularly active in public relations and information activities. The *U.S. Olympic Committee* continues to be a major force in setting National sports priorities and coordinating the efforts of major sports bodies and professional organizations, although the *NCAA* and *AAU* have significant impact as well.

The role of sports and physical education is given low status and priority by National professional, trade, scientific organizations concerned with recreation and leisure, although ironically, these activities constitute a major segment of their responsibilities.

Contacts with National business and industry representatives, labor organizations, and consumer groups indicated their interest in physical education and sport. However, at this time few substantial efforts ane being undertaken in the action area.

The conceptualization of physical education and sports as school-based children and youth phenomena may be one of the reasons only some of these organizations are self-limiting or only some of these organizations evoke interest, but no action. It seems that the time is right for a comprehensive approach to physical education and sports throughout the lifespan for all Americans.

Review of Proposed Legislation

A bill has been introduced in the Senate by Senator Ted Stevens (R-Alaska) which would greatly change amateur athletics in the United States. Specifically, Senate bill S. 2036 (The Amateur Sports Act of 1977) would:

1. Encourage participation in sports by all United States citizens.
2. Provide a mechanism which would insure the right to govern a particular sport to the most capable and representative private organization.
3. Expand the authority of the U.S. Olympic Committee to coordinate, control, and develop amateur athletic activity in the United States and abroad.
4. Prohibit any national sports organization or educational institution from denying an athlete the right to participate in officially sanctioned international competition.

It is this last point in particular which has jeopardized the passage of this bill. Several national sports organizations do not want to relinquish their authority over where an athlete can or cannot participate. In addition, these sports organizations do not want the USOC as the coordinating body for amateur athletes in the United States. They are afraid that their own autonomy would be lost to the USOC.

Another criticism of this bill is that it does not go far enough in supporting the existing physical education and sport programs throughout the educational system so that participation might become part of the American way of life.

Finally, opponents of the bill would like to see S. 2036 encompass the field of sports medicine, especially, to improve research and disseminate research findings.

International Concerns

There are numerous international organizations promoting a variety of specialized interests in recreation and sport, and several areas of discord. Some nations and organizations wish to promote more international competition, extended to include school-age children and youth. Others wish to promote more out-of-school sport participation. Others are concerned primarily with educational aspects.

At a recent meeting in Washington, October 24-28, 1977, of experts for the Unesco European region, a prime concern identified was to provide continuity in participation in physical education and sports activities from youth through adult life. These experts made several recommendations to expand the practice of sports across the life span. Among these are to utilize scientific research, to encourage increased participation, to promote both formal and informal education programs, and to set up and improve programs to meet the needs and interests of youth and adults including special groups; physically and mentally handicapped, borderline groups, prison inmates, etc.

Recommended Actions

Two major problems which confront physical education and sport in the United States are the lack of support it receives from those in key leadership positions throughout society and the disunity and disorganization of physical education and sport organizations in working toward goals of common interest.

There is an absence of leadership on the national level. Many States lack a comprehensive plan for physical education, indicating a low priority for the subject in school budgets. Physical education programs are frequently among the first to be cut in times of fiscal crisis. When compared to the high priority other countries have placed on physical education and sport, the American effort indicates an absence of recognition of the importance of these activities for both children and adults in the context of lifelong development. While many programs exist, their potential may be underutilized because of poor communication, coordination, and planning between local, State, and Federal officials. There is obviously a strong need for the placing of physical education and sport in an important position in school programs and recognition by American leadership of the importance of these activities. Some of the crucial questions that need to be addressed are:

1. What should the Federal role be in relation to physical education and sport? Generally? Specific populations, i.e. women, handicapped, disadvantaged?
2. Are current Federal programs being used to their full potential? If not, how can they be expanded to support physical education and sport?
3. Are exemplary programs, research and materials that have been developed through federally funded efforts being utilized?
4. Are there key government officials that need to be sold on the importance of physical education and sport? Who are they? How do we reach them?
5. Are physical education and sport national organizations and their constituencies working toward common goals in a unified manner?

Specific Actions

These actions are considered both feasible and necessary at the present time. It should be noted that these actions reflect task force consensus; therefore, they may not necessarily represent the individual views of each task force member. Conference participants will be asked to recommend further actions, and to assess responsibilities, time schedules, and implementation strategies.

Action 1.

Develop a clearing house at the national level to handle specialized problems relating to physical education and sports such as the dissemination of research findings in the field of sports medicine, effective physical education models, etc.

Action 2.

Establish a national entity to be the coordinating body of physical education and recreational/competitive sports activities in the U.S.

Action 3.

Obtain commitment for USOE's National Diffusion Network to support more physical education and sport demonstration and dissementation projects, (i.e. utilizing prominent athletes to conduct clinics, disseminating model programs that have been thoroughly evaluated).

Action 4.

Provide assistance at the individual school, school district and board of education level with specific implementation of model curricula and sports programs, evaluation of their effectiveness, etc.

Action 5.

Monitor school performance in providing physical education and sports programs for the handicapped.

Action 6.

Develop a national marketing network for materials emanating from Bureau of Education for the Handicapped research, curriculum development, and training efforts relating to physical education and sports for the handicapped.

Action 7.

Increase Federal efforts to expand physical education and sport programs for specific populations i.e. handicapped, economically disadvantaged, aged, women, and other vulnerable Americans.

Action 8.

Expand the availability of sports facilities to assure that these facilities are utilized more fully by all citizens with particular attention to accessibility by handicapped persons (i.e. the community school concept, using military bases and similar facilities).

Action 9.

Develop unified efforts on the part of educators, sports organizations, park and recreation agencies, industry, labor, women, and consumer organizations to provide optimum physical education and sports programs for all.

Action 10.

Establish a commemorative coin and/or medal program, such as suggested in the Amateur Sports Act of 1977, which could generate significant sums of money to be distributed for physical education and competitive sports purposes.

Action 11.

Encourage a continuous physical education and sports program which would insure grass roots participation for all, throughout the lifespan, fostering the natural growth of those gifted athletes who wish to participate on a more competitive level.

Action 12.

Investigate the feasibility of establishing a national policy for physical education and sports.

In summary, the Task Force stresses that the foundation for implementing the specific actions and recommendations in this report would require a study of the feasibility of a national physical education and sports policy to assure that Federal Government and national organization efforts effectively respond, where appropriate, to the needs of State and local governments, educational agencies, and the private sector of non-profit organizations, business and industry, medicine, organized labor, mass media, and consumer groups.

In order to do this, such a policy study needs to identify and describe general policy goals and specific policy objectives for the Federal Government. Also, specific directions and programmatic, cross-agency and cross-organizational initiatives are needed to meet these goals and objectives, particularly to assure effective coordination and involvement of Federal agencies. In addition to eliminating duplication and minimizing conflict, such a comprehensive approach also should provide effective channels for ongoing input from State and local governments and educational agencies and from the private sector into Federal policy and program development.

This task force recommends, therefore, that Congress or the Executive Branch, conduct a National Physical Education and Sports Policy Study, addressing the steps included in the following diagram. (See Figure 1)

It is recognized that the Report of the President's Commission on Olympic Sports, the proposed Amateur Sports Act of 1977 (S. 2036), and this National Conference of Senior Officials to Consider Unesco Recommendations on Physical Education and Sport all can contribute to determining the feasibility of a National Physical Education and Sports Policy. But it is doubtful that the conceptual framework of the Unesco recommendations meets the total challenge inherent in studying a possible national policy which would address the following physical education and sports issues:

1. What are the benefits of physical education and sports to the citizenry?, to the private sector?, to society in general?

2. How does physical education and sports relate to other major U.S. public policies?

3. What general goals should be formulated for specific age groups or developmental levels? governmental responsibilities? private sector responsibilities? citizen responsibilities?

4. What specific objectives should be formulated to guide detailed policy analyses and programmatic actions affecting the consumer, the economy, the environment, governmental operations, and the educational system?

5. What specific actions (in addition to those listed earlier) are needed on the part of Federal agencies and national organizations?

6. Should government and national organizations reorganize their structure, functions, and activities to better serve the consumer's need for physical education and sports?

The answers to these questions will not come easily. But we need to address these issues in a comprehensive fashion to change the present patterns of apathy, inaction, and vested interest.

Resolution*

The Conference:

Convinced that physical education and sport can make a major contribution to personal, national and international efforts promoting mutual understanding, international cooperation and goodwill in the development of friendly relations;

Bearing in mind that the resolutions adopted by the "First International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport in the Education of Youth" and the subsequent action of the 19th General Conference of Unesco have opened the door to achieve this aim;

Considering that the initiative taken by the "National Conference of Senior Officials to Consider Unesco Recommendations on Physical Education and Sport" to explore ways and means for meaningful implementation of the Ministers' Conference Resolutions may stimulate other nations to undertake similar follow-up actions;

Considering also that an international exchange of documentation and information will contribute to increased efforts in developing national programs;

And recognizing that such exchange of documentation and information is in harmony with the Recommendations adopted by the Ministers' Conference

Recommends

- that the participants of the "National Conference of Senior Officials to Consider Unesco Recommendations on Physical Education and Sport" go on record as supporting, in principle, Unesco's efforts directed at providing quality programs of physical education and sport.
- that they underscore Unesco's stated aim to make said programs accessible to all, barring any discrimination based on race, religion, ethnic origin, sex or level of physical skill.
- that they fully support the philosophical and practical tenets of integrated educational and sport programs designed to promote the harmonious development of the individual.
- that they urge the United States Government to initiate procedures and practices that will ensure activity and participation by this nation in matters of international cooperation related to the promotion of physical education and sport.

It was recognized that many points of view are represented in this task force.

1. Physical Education and Sport - Educational Point of View
2. Physical Education and Sport - Recreational Point of View
3. Physical Education and Sport - Competitive Point of View
4. Physical Education and Sport - Special Populations Point of View

What is the philosophical orientation of Unesco? It was stressed that various points of view were represented by the countries involved, including differing views on the meanings of phrases like "physical education and sport for all"

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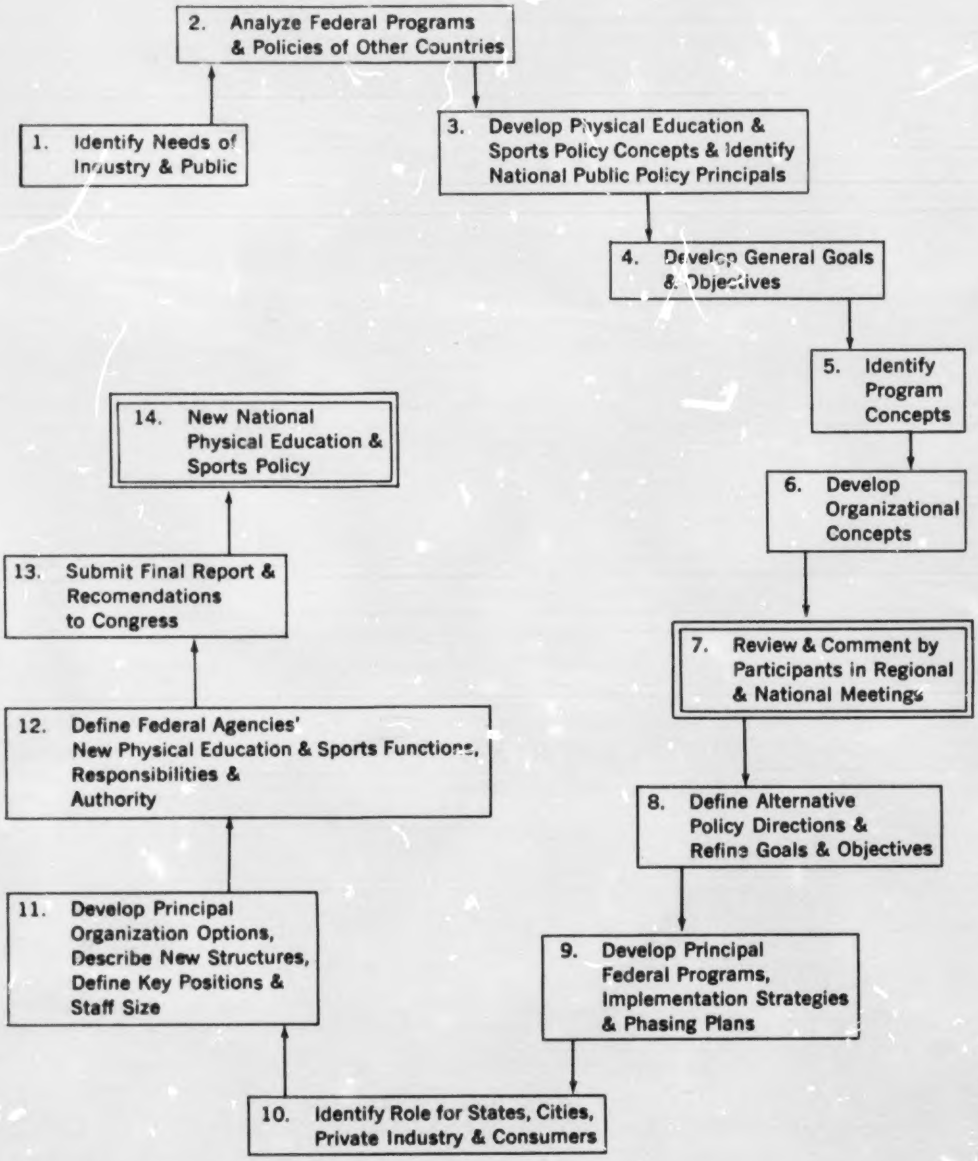
*Assigned to Task Force I by Planning Committee. Later approved by Conference participants along with five priority recommendations.

Figure 1

Simplified Diagram of Fourteen Steps in Conducting
A National Physical Education & Sports Policy Study


2. Analyze Federal Programs & Policies of Other Countries
1. Identify Needs of Industry & Public
3. Develop Physical Education & Sports Policy Concepts & Identify National Public Policy Principals
4. Develop General Goals & Objectives
5. Identify Program Concepts
14. New National Physical Education & Sports Policy
6. Develop Organizational Concepts
13. Submit Final Report & Recomendations to Congress
7. Review & Comment by Participants in Regional & National Meetings
12. Define Federal Agencies' New Physical Education & Sports Functions, Responsibilities & Authority
8. Define Alternative Policy Directions & Refine Goals & Objectives
11. Develop Principal Organization Options, Describe New Structures, Define Key Positions & Staff Size
9. Develop Principal Federal Programs, Implementation Strategies & Phasing Plans
10. Identify Role for States, Cities, Private Industry & Consumers

which could be for the elitist for some countries and general participants for others.

The tone of Unesco, it was agreed upon is ACCESS for all.

A resolution to the U.S. governments was presented and discussed by the task force discussion groups. There was a concern also expressed that the U.S. definition of sport and physical education be stated so that we can communicate to each other effectively. Also, we should be concerned with making physical education and sports a basic right, like the right to read.

Task Force #2
Responsibilities and Opportunities at the State Level for Physical Education and Sport

GORDON JENSEN
Chair

The assignment of Task Force #2 is threefold:

1. To identify the State agencies, organizations, and individuals which should be involved in making recommended improvements in physical education and sport at the State level;
2. To indicate ways in which each of the above could contribute to the advancement of physical education and sports for all;
3. To suggest recommendations which would assist in furthering the cause of physical education and sports for all youth and which would encourage people to participate throughout their lives.

Since the focus of the conference is on the educational aspects of sport, and since particular attention will be given to physical education and sports programs for the school-age population, it seems appropriate to examine first the role of the individual States in providing adequate programs for their young people.

In the absence of a constitutional mandate for dealing with public education at the Federal level, it falls upon State governments to assume responsibility for educating the citizens within their jurisdiction. It is important to emphasize this, because the visibility of massive Federal programs and the widespread concern over local autonomy in education sometimes tend to overshadow State responsibilities and activities.

Actually, the individual States not only supervise public education within their boundaries but also finance at least 40 percent of the educational costs of local school districts. In each State a body of laws, policies, and requirements has been developed which tends to establish a level of adequacy in educational programing for all children. State departments of education exist to enforce the educational mandates for all public schools. Most State departments of education also provide consultant help to local districts in subject matter areas, school finance, administrative services, special education, planning, evaluation, food services, and the like. State education agency responsibility, then, falls into two primary categories, (1) enforcement of State laws and policies, and (2) provision of leadership and assistance in a broad variety of educational areas. Although the imposition of state educational standards is seldom met with unanimous enthusiasm by local school districts, it must be noted that all children in a given state should have equal access to an adequate, appropriate public education. Without minimal standards and state aids, many local districts could not or would not provide adequate educational programs.

Physical education may be examined in light of this brief treatment of State government responsibility for public education. Most States mandate and all States recommend the inclusion of K-12 instructional physical education in the public schools. Physical education legislation has been almost universal at the State level since World War I, when significant numbers of military draft rejections for physical reasons focused attention on school programs. State education agencies responded to the legislation by employing State directors or supervisors of physical education, whose responsibility it was to enforce the laws and assist local districts in the development of appropriate physical education programs.

With varying degrees of emphasis, present day State education agencies continue to deal with physical education in enforcement and leadership capacities. Most States provide curriculum and resource materials for local districts. Regional workshops for the inservice education of teachers are conducted. Minimum standards for the certification of physical education teachers are developed, and State consultants work with the colleges and universities which prepare professional physical educators.

In spite of State efforts to assure the quality of physical education in the schools under their supervision, only the uniformed could be satisfied that the objectives of physical education are being reached in most communities. Although scores of excellent programs may be identified across the country, the general physical fitness of American youth is not adequately high. Significant numbers of young people are obese, and a startling number of elementary-age students already show indications of incipient cardiovascular problems. The gross motor development of young children is neglected in thousands of communities, and the skill level of older children is disturbingly low in traditional games and sports. High school physical education programs have emphasized Lifetime Sports in recent years, yet thousands of high school graduates leave school without the interests or skills which would assure them a lifetime of vigorous activity.

Many factors contribute to the physical education problems which exist throughout our country. In many communities facilities are inadequate. Frequently, the teacher-pupil ratio is so high, and classes are so large that students receive little individual instruction. Often physical education classes meet only once or twice a week, making significant progress difficult. In addition, the physical education curriculum rarely reflects the depth of thought and planning common to other subject matter areas.

Whatever the factors which hinder the achievement of excellence in physical education, it is an unfortunate truth that parents, educators, and the lay public remain generally apathetic about the problem. In spite of the tremendous growth in physical fitness activities, jogging, tennis, golf, slow-pitch softball and other sports in recent years, the image of physical education tends to remain that of a play period. When the priority of curricular offerings is considered, decision-makers usually rule in favor of the "basic" academic areas over psychomotor activities, including instructional physical education.

At the State level, resources exist to strengthen significantly the physical education and sports programs for young people both in and out of school. Since the legal responsibility for providing physical education rests with the State education agency, let us examine first the potential of that organization as it functions through the State Physical Education Director or Supervisor and his staff.

It is essential, of course, that the physical education staff of the State education agency possess the knowledge and ability to administer a statewide program. The qualities of leadership are rather well-known, but it is particularly important that present day State physical education directors be knowledgeable about the physical education needs of *all* children, kindergarten through twelfth grade. Recent emphases placed on the education of young children and those of middle-school age, plus the current attention to the needs of the handicapped, have strong implications for physical education programing. State agency physical education leaders must be able to furnish direction in these areas and in other areas which reflect current trends.

Assuming that the state education agency has qualified leadership and an adequate staff, there are eight general functions with which they should deal, according to the Society of State Directors of Health, Physical Education and Recreation.

I. Preparation of laws, regulations, standards and policies
II. Interpretation of the program
III. Encouragement of research and experimentation
IV. Securing coordination with other State agencies
V. Development of materials and inservice education programs
VI. Securing compliance with minimum standards and laws
VII. Development of evaluative tools for programs
VIII. Dissemination of information

Improved accomplishment of any or all of these functions would almost certainly improve physical education and sport at the state level. We will consider briefly each of the eight functions.

I. Preparation of Laws, Regulations, Standards and Policies

Physical education legislation already mandates programs in most States, but changes in laws are suggested frequently. State leadership should be alert to proposed changes which would weaken the status of school physical education. In States where physical education legislation is too weak or entirely lacking, steps should be taken to establish a legal basis for required programs. While it is true that excellent education cannot be legislated, laws or regulations seem essential to assure that all children receive at least adequate experiences in physical education.

The influence of State education agencies on the passage of educational legislation varies from State to State, but there are usually channels to the legislature which can be utilized, including physical education advisory committees, governors' councils on physical fitness and sport, State associations for health, physical education and recreation, State medical societies, and a variety of other organizations.

Physical education legislation usually develops slowly and is changed with difficulty. State agency regulations, however, may be more responsive to changing trends and conditions. State directors of physical education should be closely involved in the development of regulations, and they, in turn, should involve representative university and public school physical education leaders in the developmental process.

II. Interpretation of the Program

Interpretation of physical education and sports may be the single most important factor in improving programs nationwide. If school administrators fully understood the values of physical education, they would insist upon good programs in their schools. If parents understood the values of physical education, they would demand excellent programs for their children. If legislators fully understood the values of physical education, they would provide the legislation to assure quality programs in the schools of their States. Still, in all fairness, the "physical education story" has not been told well to those who affect educational decisionmaking, and the "play period" image continues to cling to physical education.

State directors of physical education and their staffs are in the best position to assume responsibility for interpreting physical education in their States. They alone are in continuous contact with schools, colleges and universities, other State agencies, educational associations, and, frequently, legislative groups.

In determining the priority of their varied duties, state education agency physical education personnel should not under-rate their interpretation responsibilities. It is beyond the scope of this paper to detail the techniques of interpretation and public relations, but the possibilities include written articles in both public and professional publications, radio and television interviews, talks to professional and lay groups, preparation and distribution of interpretive pamphlets, and participation in professional conferences. Whenever possible, interpretive efforts should also be directed toward both college and high school youth leadership groups.

III. Encouragement of Research and Experimentation

Although many of the values claimed for physical education have been sustained repeatedly, scores of questions remain unanswered. The ultimate legitimacy of physical education's place in the modern school curriculum depends on the findings of research. We must know, for example, how much effect certain kinds of physical activity have on the cognitive learning and classroom performance of children. We need to know more about the contributions physical education may make to the early childhood curriculum. We still debate the optimum frequency of scheduled physical education classes. The answers to these and many other questions will depend upon continuous attention to research efforts at a number of levels.

Again, the State education agency occupies a strategic position to facilitate action. State agency physical education personnel should regularly inform colleges and universities of the kinds of research needed for the improvement of school programs. At the same time, the State agency can help provide appropriate school sites for research when the participation of students is necessary. Sometimes the State agency itself may find it advisable to conduct needed research, using State or Federal funds which are available for this purpose.

In addition to the encouragement and conducting of research, State agencies must also take a primary role in the interpretation of research. State directors should make themselves aware of current research findings in areas related to physical education so that pertinent new information may be utilized promptly in improving school programs.

IV. Securing Coordination with Other State Agencies and Organizations

Although the State education agency has legal responsibility for physical education supervision, optimal effectiveness can be achieved only through coordination with other agencies and organizations. Few States have sufficient physical education staff to accomplish their many objectives, and all too frequently only one or two physical educators are employed at the State level.

Fortunately, there are other organizations and agencies which have purposes complementary to those of the State education agency. Such organizations include State health departments, governors' fitness councils, health and physical education associations, parks and recreation associations, general education associations, State heart associations, PTAs, and the like. In addition, there are frequent opportunities for coordination with groups such as the Special Olympics, Boy Scouts, Girl Scouts, YWCAs and YMCAs, and Boys Clubs.

The means of accomplishing coordination between the State education agency and the groups listed are varied. Inter-agency councils are often effective among official agencies at the State level, and physical education advisory committees can provide a form for coordinated efforts. In all such efforts, the essential ingredients seem to be mutual respect and mutual interests. When one or two organizations overstep their authority or responsibility, coordination among agencies usually fails. When each organization contributes according to its own purposes and within its own authority, coordination is likely to be successful.

In any event, the State physical education director should initiate efforts to secure coordination among appropriate groups if none exists.

V. Development of Materials and Inservice Education Programs

As discussed previously, the interpretation of physical education falls within the area of State education agency responsibility, as does the reporting of research findings and the dissemination of information about new trends and exemplary programs. State education agency personnel, by the nature of their positions, usually become aware of such information before the general public and teachers at the local district level.

Since it is impossible for the State director and his staff to provide services personally to all schools, organizations, and individuals who might require assistance, other means of help must be developed. One such means is the preparation of materials. Printed materials can include curriculum guides, resource units, information and interpretive pamphlets, career opportunity information, and descriptions of exemplary programs. Other effective informational materials include audiovisual products such as slide presentations, video tapes, and motion pictures. These can be either commercial or produced by the State education agency.

Inservice education programs for teachers at the local district level are particularly important. Teachers who are caught up in the heavily-scheduled instructional program, often including after school coaching responsibilities, frequently find it difficult to stay abreast of current trends, research, and legislation in physical education. State education agencies can render a needed service by conducting or packaging appropriate inservice programs for teachers. It is often possible to schedule inservice programs regionally to coincide with regional education association meetings or regularly scheduled inservice days.

VI. Securing Compliance with Minimum Standards and Laws

Of all the responsibilities for improving physical education, the securing of compliance with physical education laws and regulations falls most uniquely to the State director of physical education. Physical education laws are passed to assure adequate programs for all children. Ideal programs, however, cannot be mandated by law, and it should be recognized that State laws require only minimal standards. The efforts of State education agencies as well as local districts should be directed toward the development of physical education programs which exceed minimum standards.

In securing compliance with laws, the most important factor is to make certain that all appropriate school officials know the law. Surprisingly, non-compliance with physical education legislation is frequently the result of misinterpretation. Perhaps the second most important factor in securing compliance from the State agency standpoint is the provision of assistance to local districts. Non-compliance which is the result of financial problems, inadequate facilities, or insufficient staff may often be remedied by State agency assistance in organizing and scheduling efficiently.

Although compliance with the law is very important, legal action to secure compliance should be initiated only when other avenues have failed.

VII. Development of Evaluative Tools for Programs

The determination of success in meeting physical education objectives has always been important to professionals in the field. Recent demands for accountability in education have increased the emphasis on evaluation. State legislators and local taxpayers want to know what they are receiving for their physical education dollar. Unfortunately, evaluation has not been a strong point in school physical education programs. Student grading has been based on factors which range from the number of showers missed to scores on standardized fitness tests.

It is time that some agreement is reached on the objectives of physical education and the criteria which measure success in reaching those objectives.

State agency personnel should initiate efforts to that end. Evaluation experts within the State agency, from colleges and universities, and from the schools themselves should be involved in the development of evaluation techniques. While a State evaluation instrument may not be the answer to the problem, whatever techniques or instruments are developed should allow local districts to assess the quality of their physical education programs and make improvements where they are necessary.

VIII. Dissemination of Information

Attention has been given to the importance of State level responsibilities in interpreting physical education, encouraging research, and developing materials. Each of these responsibilities contains a dissemination component which has been discussed. However, it seems appropriate to focus specifically, if briefly, on the dissemination of information.

If the State education agency is to fulfill its roles of enforcing requirements and providing leadership in physical education, the publics involved must be made as knowledgeable as possible. This means that they must be informed about physical education research, current trends, legislation, evaluation, and a host of other related topics. To the extent that the State education agency can assure a continuous, efficient flow of usable information, physical education will profit.

State directors of physical education and their staffs must become skilled in the techniques of communication. The mass media provide unlimited potential for disseminating physical education information, but working relationships must be established. Radio, television and newspaper representatives will cooperate only when they have become convinced that physical education has a newsworthy story to tell. Unfortunately, even newsworthy stories are frequently untold. State agencies should set up machinery, either through a general public relations section or through the State director of physical education, to maintain a continuous flow of usable information to the mass media.

State directors should also use every opportunity to promote the physical education and sports program by means of correspondence, large and small group meetings, professional publications, and cooperation with related organizations. Successful dissemination of information will not only interpret physical education accurately but will also gain support for improved programs.

Additional Considerations

Although this paper has emphasized the role of the State education agency in improving physical education and sports, it should be noted that there are many other organizations and agencies which work toward the same goals. Public school physical education and sports programs can provide instruction and activity only to a limited extent. The real success of physical education programs may be gauged by the physical activity which individuals choose to pursue during out-of-school hours, during the summer, and especially after graduation.

The State agency can assure basic instruction. Private and parochial school systems can do the same under their respective administrative structures, but opportunities for vigorous activity also exist under the auspices of school and community recreation departments, youth clubs of various kinds, commercial sports clubs, religious organizations, and many other similar groups. School physical education should prepare, motivate, and encourage the youth of each State to be intelligent consumers in the fields of lifetime physical education and sport.

In attempting to fulfill these eight functions either through school programs or out-of-school activities, decisionmakers must consider a number of rather perplexing questions:

1. How can the agencies and organizations involved in planning and conducting physical education and sports best coordinate their efforts?

2. Is State legislation mandating physical education effective in improving programs?

3. Can the objectives of physical education and sports be met by the kinds of programs which presently exist in and outside of schools?

4. Do the present laws prohibiting sex discrimination adequately provide for the interests and abilities of both sexes in physical education and sports?

5. Do the present laws prohibiting discrimination because of handicaps adequately provide for the physical education and sports interests of the handicapped?

6. Does different treatment of physical education and competitive athletics in schools benefit the program of physical education and sports improvement?

7. Do outside of school physical education and sports programs typically contribute to the growth and development of children?

8. Do present day programs of physical education and sports in schools adequately prepare students for appropriate life-long physical activity?

Recommendations

Although there are numerous agencies and organizations within each State which encourage, promote and conduct physical education and sports activities, the State education agency seems to be the appropriate source of leadership. To that end Task Force #2 makes recommendations in each of seven general areas:

1. Preparing appropriate laws, regulations, standards and policies

It is recommended that State legislation be initiated and/or strengthened to mandate adequate programs of physical education in all public schools. It is further recommended that:

A. All State departments of education provide a Director/Supervisor of Physical Education and an adequate staff for evaluative and consultative services to school districts.

B. State education agencies establish basic physical education program standards which provide for motor development and physical fitness from early childhood through senior high school as part of a balanced program of physical education.

C. State physical education associations and State education agencies support Federal legislation to provide financial aid for certified elementary physical education specialists in all schools at a ratio of one specialist to not more than 250 students.

D. State education agencies become involved in policymaking, review and conduct of interscholastic competitive athletics as well as instructional physical education.

E. Physical education teacher certification requirements mandate preparation and clinical experience appropriate to the age levels of children for which certification is to be granted.

2. Interpreting physical education

It is recommended that state departments of education assume the responsibility for interpreting physical education to educators, parents, students and the general public. The following should be included among the topics for interpretation:

A. Goals of physical education

B. State and national policies, guidelines, laws and regulations relative to physical education

C. Physical education program objectives for each developmental level, preschool through adult

D. The relationship of movement activities and sports skills to program objectives at all levels

E. The role of various individuals, agencies and organizations in the state for developing and implementing physical education programs

F. Relevant research findings in such areas as teaching strategy, techniques, methods, fitness testing and skill development

It is further recommended that a physical education council be organized in each State with representation from school boards, school administration, parents, students, teachers, higher education, and appropriate health/physical education/athletic groups.

3. Securing coordination with other State agencies

It is recommended that inter-organizational coordination be developed among those State groups which have health/physical education related responsibilities and objectives. Such agencies and organizations include:

State Association for Health, Physical Education and Recreation
Parent Teacher Association
State Medical Association

State Education Agency
State Health, Welfare, Rehabilitation Agency
State Labor, Industry, Commerce Agency
Governor's Council on Sports and Physical Fitness
State Parks and Recreation Agency
State Justice/Law Enforcement Agency
State Natural Resources Agency/Environmental Management
State Transportation Agency
State High School Athletic Association
State School Boards Association
State Education Associations (Teachers and Administrators)

It is further recommended that inter-agency physical education and sports committees be established to coordinate health/physical education related activities by means of position papers, and long and short-range planning. This could be a part of the physical education council described in the preceding section.

4. Developing materials and inservice programs in physical education

It is recommended that instructional materials developed nationally be assembled and offered to State education departments for inexpensive duplication and mass distribution to schools. Such materials might include innovative and exemplary programs, scheduling techniques, workshop and inservice models, and evaluative instruments.

It is further recommended that States prepare position papers on elementary, junior high school and senior high school physical education, physical fitness and attainable norms.

It is recommended that a State register of physical education leaders be developed jointly by the State education agency, the State physical education association and other appropriate groups for statewide distribution.

It is recommended that State agencies develop and conduct periodic activity workshops for physical education teachers and classroom teachers on a regional basis.

It is recommended that practical methods of securing, building and caring for necessary physical education equipment and supplies be made available to schools through the State education agency.

5. Securing compliance with minimum physical education standards and laws

It is recommended that State education agencies apprise all appropriate individuals, groups and agencies of the legal requirements for physical education, along with the rationale for these requirements.

It is recommended that State education agencies develop plans and procedures for enforcing physical education requirements. Such procedures should include education, persuasion, political action and legal litigation, but the State's helping capability should be emphasized.

6. Disseminating information regarding physical education and sports

It is recommended that State education agencies develop bibliographies of appropriate physical education materials for distribution to all schools, public libraries and colleges and universities. The materials should be graded according to age and/or skill levels.

It is further recommended that the State education agency, in conjunction with the State health, physical education and recreation association, colleges, universities and other health/physical education/health related groups, develop a practical dissemination system for physical education, including speakers bureaus, public and commercial radio, television, information publications, special physical education days, demonstrations and the like.

7. Federal assistance

It is recommended that States should take increased advantage of Federal funding opportunities for physical education. State plans should assure at least minimal participation of physical education in appropriate funding programs, such as ESEA IV-B and ESEA IV-C.

Task Force #3

Responsibilities and Opportunities at the Local Level for Physical Education and Sport

ASAHEL HAYES
Chair

I. Statement of Assumptions

It is well established that school-aged children and youth have a basic need for physical activities which contribute to physical, social, emotional, and mental growth and development. The unique and far reaching contributions of physical education and sport experiences to growth and development make them essential elements in school level education.

The purposes of education are to deal with the needs and interests of individuals in society. So the decisions and work of people and agencies at all levels must eventually be reflected in action at the local level.

II. Who Can Help at the Local Level

Schools obviously have to accept their responsibilities but can receive help from agencies, organizations, and institutions such as the following:

- Professional organizations in education and physical education
- Youth serving agencies—Scouts, girls clubs, etc.
- City/County government
- Youth sport groups
- Business and industry—bowling, ice rinks,
- sporting goods dealers, professional athletics
- Private clubs—tennis clubs, health clubs
- Parent groups—PTA, citizens groups
- Professional organizations in health fields—medicine, nursing, auxiliaries
- Ethnic and nationality organizations
- Colleges and universities
- Service clubs
- Student councils and organizations—letter clubs
- Sports organizations
- Philanthropic organizations

Local level organizations, agencies, and officials can be involved in the advancement of school physical education and sports programs in the following ways:

- Participate on school advisory groups, study projects, and councils
- Assist with public affairs programs of the schools
- Provide expertise in school staff development programs
- Provide expertise for student clinics
- Work toward coordinated community planning and program implementation, including financing and legislation

Recommendations for Consideration

1. That local school officials actively involve agencies, organizations, institutions, business and industry, and individuals in establishing priorities and, where appropriate, in the planning and conduct of programs.
2. That local school districts establish offices and leadership positions with personnel trained and experienced in physical education and sport.
3. That local school districts make specific efforts to work with the medical profession in program improvements and interpretations.
4. That local school districts follow national and State standards in programs, staffing, equipment, facilities, and assessment.

III. Local Assistance Needed from the National Level

The following types of assistance from national level of government and organizations would greatly aid local school efforts to improve physical education and sport:

- Categorical aid through grants, models, demonstrations

- Establishment and promotion of standards
- Grants for staff development
- Financial support for specific program research
- Increased coordination between professional organizations and governmental agencies
- Specific financial aid to meet requirements of regulations, such as Title IX and PL 94-142
- National thrust to establish physical education as essential in basic education
- More emphasis on compliance and monitoring for accountability
- Increased leadership through Office of Education
- Legislation to improve safety and health considerations and protect institutions
- Provision of skilled personnel resources for local level efforts in areas such as staff development, program planning, and assessment
- Research in all aspects of physical and social growth
- Greater leadership in stressing health aspects of physical activity
- National organizations in education, physical education, and sport coordinate their efforts

Recommendations for Consideration

1. That an office for physical education and sport be established in the U.S. Office of Education.

2. That efforts be increased to provide financial assistance for programs required under Federal regulations.

3. That there be established a national institute for coordinated research, staff development, and dissemination of information on physical activities.

4. That Federal Government efforts in research, education, public information and related areas be more coordinated and be given a higher priority.

5. That the American Alliance for Health, Physical Education and Recreation create an office to improve liaison with other national organizations and governmental agencies.

6. That all organizations and agencies be requested to rededicate their emphasis to reach the local level where services and programs are provided for individuals.

7. That President Carter be requested to give leadership to a national commitment to improved exercise programs and exercise habits of all Americans.

8. That the profession of physical education establish priorities for program goals and give national leadership to implementing action in terms of these priorities. The process of establishing priorities should involve the same national counterparts as those recommended for local school agency advisory and action councils.

IV. Local Assistance Needed from the State Level

The following types of assistance from State levels of government and organizations would greatly aid local school efforts to improve physical education and sport:

- Establishment of governor's councils on physical fitness and sport
- Increased dialogue between physical education professionals and school administrations/boards of education
- Closer contact between local school districts and physical education personnel in State departments of education
- More resource help for local areas
- Improved State requirements in physical education to eliminate great variance in local conditions
- More emphasis on compliance and monitoring
- Leadership in inter-agency cooperation
- Increased assistance in staff development, performance evaluation, and credential monitoring

Recommendations for Consideration

1. That each State establish a requirement in physical education which meets standards presented in the President's Council on Physical Education and Sport "Basic Beliefs".... All school children in grades K-12 should be required to participate in daily programs of physical education emphasizing the development of physical fitness and sports skills. Special programs should be provided for pupils with special needs. Periodic testing of pupil achievement and physical fitness should be conducted.

2. That State departments of education establish offices and leadership positions with person-

nel trained and experienced in physical education and sport.

3. That increased efforts be provided at State levels to coordinate resources for program improvements at local levels.

4. That the strongest local programs be identified, publicized and be used as models.

5. That more State resources in terms of staff and funds go to pilot and demonstration program design and dissemination.

Discussion Questions for Task Force #3: Responsibilities and Opportunities at the Local Level for Physical Education and Sport

1. What are the best approaches to community participation in school unit planning and conduct of programs in physical education and sport?

2. What role does leadership play in the planning, conduct, and evaluation of local level programs of physical education and sport?

3. What type of leadership is required to encourage, aid, and effect improvements in local programs of physical education and sport?

4. How much should local school units rely on State and national level leadership in effecting improvements in physical education and sport programs?

5. What are some specific elements of leadership or service that State and national level entities could provide that would aid local school units?

6. How much should local school units follow State and national standards for various program elements such as personnel, requirements, and curriculum?

7. Is there need for a more coordinated federal government program of research, staff development, and information dissemination?

8. Would increased outward expressions and participation by the President aid program improvements in physical education and sport?

9. Does the profession of physical education need to establish priorities in program goals?

Task Force #4

Responsibilities and Opportunities of Professionals in Physical Education, Sport, Recreation and Other Youth Work

WILLIAM WRIGHT
Chair

The members of Task Force #4 are in general agreement that the potential impact of this National Conference on Physical Education and Sport in America surpasses any previous single effort in this area. The power of the potential impact appears to be inherent in the holistic view of physical education and sport as related to children and youth and the concept of lifelong education.

Such a conceptualization, reinforced by international overtones, infers an integration of "in school" with "out of school" physical education and sport programs and activities for children and youth. Two major goals of program integration are readily discernible; accessibility and continuity in participation. That is, programs will be made accessible to all and there will develop a continuity of participation by the masses in similar programs and activities.

If this highly desired change in physical education and sport for American children and youth is to be realized, a superior quality of professional leadership, as a function of cooperative social action, must permeate concerned/organized groups at all levels; national, regional, State and local.

In defining the work of the task force to suggest ways and means by which physical education and sport programs for children and youth could be improved and made more meaningful throughout the lives of participants, an attempt was made to ascertain views from the following categories of professionals: (1) physical educators; (2) athletic coaches; (3) health educators; (4) professional preparation program directors; (5) recreation directors; (6) YMCA physical education directors; and (7) youth sport program directors.

Suggestions for Improvement

The compilation of suggestions for improving physical education and sport programs are listed arbitrarily under the headings of Philosophy, Leadership, Program, Personnel, Facilities, Finance and Research.

Philosophy

Redefine the goal of youth sport programs to assure its interrelatedness to the total goals of society — educational goals, human relations goals, and goals for health.

Formulate a new professional philosophy to guide future direction and performance.

Leadership

Develop and apply nationally a better systematic approach to reaffirm the value and importance of physical education and sport in the total development of children and youth.

Identify additional community support for programs.

Improve collaborative and cooperative efforts at all levels.

Strengthen existing and provide additional pre-service and inservice opportunities for paraprofessionals.

Provide more educational inservice opportunities for professional personnel.

Improve and make greater use of marketing skills.

Utilize better methods for articulating program goals for personnel at all levels.

Increase the acceptance and use of "shared leadership" concepts.

Formulate and utilize more stringent regulations for professional employment.

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Strengthen existing and develop more professional preparation programs to certify athletic personnel.

Establish and enforce certification and/or registration regulations for professional and paraprofessional personnel.

Prepare more leaders to teach, administer, and promote sports for girls and women.

Provide more opportunities for participation in "ground" level programs at an early age.

Include the sports for all concepts in professional preparation programs.

Program

Provide greater emphasis on movement education at an early age.

Place greater emphasis on instruction rather than recreation in physical education classes at all levels.

Continue the implementation of Title IX legislation in all programs.

Increase the variety of activities in school programs through grade eight and beyond that permit students to select activities.

Redirect school programs to permit students to remain with an activity until they become adequately proficient to enjoy it.

Provide more opportunities in activities which would culminate in statewide and regional participation.

Increase activities that reflect the cultural diversity of the populace and will expose participants to less traditional activities.

Provide more opportunities for early (age) entry into programs that have competent leadership.

Personnel

Prepare more professionals specializing in leisure skills rather than administration or research at the undergraduate level.

Redesign undergraduate professional curriculum to better prepare qualified athletic coaches for "in school" and "out of school" programs.

Prepare more elementary physical education specialists competent in basic movement education and creative movement exploration.

Reduce the teaching load of all athletic coaches in school programs.

Require certification of athletic coaches in all programs.

Improve the personnel management process in all programs.

Involve more professional students in "out of school" programs.

Require the completion of an organized training program prior to assignment in "para" leadership roles.

Require participation of all personnel in a systematically organized inservice training program.

Facilities

Provide for the construction and maintenance of more and appropriate facilities for all programs.

Arrange for greater use of other community facilities which are used normally on a scheduled "part-time" basis.

Finance

Provide adequate funds to develop, maintain and expand programs.

Research

Determine what factors are associated with people who are perennial participants in lifetime sports.

Determine what variables appear to turn youth away from physical education and sport.

Recommendations

To improve physical education and sport programs for children and youth in the United States, Task Force #4 recommends that:

1. Under the auspices of the United States Office of Education, Federal funds be allocated each State through the office of the governor to plan a conference on physical education and sport for children and youth in each State to consider the implementations of National Conference recommendations.

2. Strategies, to which a systematic approach for their application, be developed for organizing and coordinating community agencies into a local network of support for physical education and sport programs.

3. The President's Council on Physical Fitness and Sports consider increasing its scope of operation to become a national forum for representative dialogue among persons involved in physical

education and sport at all levels of governance, with a feedback system among persons, and the deliberations be disseminated nationally to registered professionals and paraprofessional involved.

4. District associations of the American Alliance for Health, Physical Education and Recreation consider the funding of proposals to develop model programs of multiculture leadership and activity development in physical education and sport.

5. This Conference support increased funding for the expansion and improvement of the National Youth Sports Program and the program consider secondary schools as well as colleges in its expansion and improvement efforts.

6. Federal agencies having a concern for physical education and sport develop guidelines for supporting State and community initiated proposals for the development of models of "grass root" input for determining ways and means to improve physical education and sport programs for youth.

7. Professional organizations and agencies make a concerted effort to establish national certification standards for athletic coaches in physical education and sport programs for children and youth by 1980.

Questions

The following questions were posed for further deliberation:

1. How are interscholastic and intercollegiate athletics defined in the context of this national conference?

2. What strategies may be applicable to assure that physical education and sport programs for children and youth are not discriminated against during periods of educational budget crisis?

3. Should there be a fifth year requirement with a probationary internship for teacher certification in physical education and sport?

4. What are some strategies to initiate and sustain cooperative and collaborative efforts essential to integrating "in school" and "out of school" physical education and sport programs for children and youth?

5. Should professional preparation programs for dealing with the handicapped in physical education and sport programs be specialized or general?

6. What negative effects are experienced by "losers" in special olympics competition?

During the two small group sessions of the Conference, much of the deliberation in Task Force #4 was directed toward the eclectic scope of its assignment: "Recommendations and Practices in Which Educators, Physical Education Teachers, Athletic Coaches, Recreation Directors, Playground Supervisors, YMCA Physical Education Directors, Health Educators and Professional Preparation Program Directors Would Be Involved."

In considering the status of Physical Education and Sport Programs in America and the many negative ramifications as expressed in the information sessions of the Conference, Task Force #4, in its small group sessions, agreed that a three-day conference did not provide adequate time to deal realistically with the issues. The problems and deficiencies associated with physical education and sport for *all* children cannot be solved at a three-day meeting in Washington, D.C. They require intensive study over a period of time, resulting in the implementation of carefully *planned* procedures and strategies. Such a study will require funding.

In light of the foregoing and the concern for making a unique and significant contribution to the Conference, Task Force #4 proposed the following resolution for consideration.

Resolution

WHEREAS, The opportunity to benefit from a planned sequential program of movement experiences is a fundamental right of *all* children and youth; and

WHEREAS, Early developmental motor experiences are prerequisite to the learning of advanced sports skills and serve as an integral part of the educational experiences of *all* children; and

WHEREAS, The results of recent research indicate that the fitness level of school-age children has not improved in the last decade, and that a large majority of the adult population does not participate regularly in any form of vigorous physical activity; and

WHEREAS, Only a comprehensive, organized national effort can reverse this trend and avert an impending crisis

Now, Therefore, BE IT RESOLVED that a Presidential Commission on Physical Education and Sport be established for the purpose of:

(1) improving the effectiveness of programming, staffing and utilization of resources;

(2) insuring the fulfillment of each individual's human right to the opportunity for the development of skills and attitudes which will enable continued participation in physical activity and sport;

(3) promoting the maintenance of optimal health and the quality of life; and

(4) facilitating the development of systems that will enable public and private organizations to work in cooperative endeavors.

It is the intention of the resolution to establish a President's Commission — which is in essence a high-level ad hoc committee to accomplish a specific task. When the task is accomplished, the commission should be dismissed.

Task Force #5
Recommendations and Practices Which Would Assist in Meeting the Needs of Special Target Groups

THOMAS M. VODOLA
Chair

It has been posited that one out of every seven individuals in the United States has a handicapping condition or conditions. In terms of the total population, it means that 40 to 50 million children and adults have special needs. If we add to that number other populations with special needs (e.g., the aged and inner city youth), the number equals, or exceeds, 50 percent of the population in the United States.

It is to these special populations that we must address ourselves today. We are charged with the responsibility of developing guidelines and recommendations relative to how *Physical Education and Sport* can make positive contributions to their physical, psychological, social and emotional needs.

To achieve that goal, we must seek answers to questions such as the following:

1. Who are the special target groups?
2. What are their needs?
3. What programs and practices are currently available to meet their unique needs?
4. What programs and practices are needed to meet their needs?

Having identified the "who" and "what" of the problem (basically, a needs assessment), we must develop a "plan of attack." Considerable discussion should evolve around the topics cited herewith:

1. How do we convince "key people" of the significance of physical education and sports? Sub-question: What public relations strategies should we use?
2. How do we generate support for these significant programs?
3. How do we "sell" *Physical Education and Sport* to influential groups? Subquestion: Who are these influential groups?
4. How do we obtain funds for special purposes?
5. Where can we obtain assistance in writing proposals?
6. How do we enlist those that have power?
7. How can we get more "clout?"

Input to Aid Us in Our Efforts

The Planning and Steering Committee for the *National Conference of Senior Officials to Consider Unesco Recommendations on Physical Education and Sport* recommended the formation of a task force; the intent: the committee to research the area of special target groups and to prepare a document which would serve as a catalyst for the workshop efforts.

Task Force #5's Plan of Attack

To achieve the aforementioned intent, Task Force #5 forwarded 200 survey forms to State and national individuals and leaders. The purpose of the survey was to reflect the needs, concerns, desires and aspirations of professionals throughout the country.

National Survey Information

Input from 99 individuals was received. Task Force 5 synthesized the report as follows:

- Target Groups, Needs, Available Programs and Needed Programs and Services.
- Public Relations Strategies.
- Physical Education and Sports Services Recommended.
- Sources of Funds.

Reflected hereafter is a synthesis of the information received. No effort was made to prioritize the target populations or areas of concern. Further, workshop participants will be provided a complete report of all comments received at their first meeting.

Public Relation Strategies

1. Strategy Vehicles
   - Mass media
   - Lectures
   - Advertisements
   - Human interest stories
   - Demonstrations
   - Meetings
   - Conversations
   - Awareness courses for specific populations

2. Specific Thrusts
   - Establish training programs with emphasis on motor skills being basic to all activity.
   - Cite "rights of the handicapped" Rehab. Act 504-and P.L. 94-142.
   - Get support from school administration - particularly principal and superintendent.
   - Sell this type of program to "normal" P.E. teachers and coaches.
   - Get support from parent groups.
   - Sell adaptive p.e. to State dept., local agency-influence legislators.
   - Present film, pictures and reports of results of adaptive p.e.
   - Get medical profession behind us.
   - Promote active involvement in programs/activities/sports, "Awareness" presentation before educational/civic/industrial groups.
   - Use a State dept. newsletter (Tenn.).
   - Involve all regardless of sex or ability-non-competitive bases as well as competitive.
   - Include congressmen on educational advisory committee.
   - Place displays in city malls.
   - Publicize longer life, better mental self-concept, sense of belonging through p.e.
   - Establish overall voice speaking for sport and physical activity.
   - Attend town meetings, address community groups, invite groups to observe your program. Keep records of progress made by each student.
   - Publicize the physical, academic, social and emotional values of p.e. and sport (based on research findings).
   - Urge parents and "power structures" to observe p.e. classes where a majority of special youngsters still do not receive appropriate service.
   - Eliminate "must win" image or have individual compete only with self.
   - Inform boards and administration of special needs.
   - Publicize positive program values and outcomes. Don't wait until programs are in trouble and then solicit support.

Physical Education and Sports Services Recommended

- Promote individualized activities, including those that can be done at home.
- Keep services practical and inexpensive.
- Develop programming in conformance with legislative statute, affirm the rights of p.e./sports services for the handicapped.
- Develop a program around the needs of this target group (see Project ACTIVE)
- Broaden services to get beyond school programs — to community agencies, etc.
- Support the "Y" — they are national and international — they have existing facilities. They are basic resource in community, a pipeline to key people. Perhaps other groups of this type.
- Increase numbers and availability of all resources on an "open" or unscheduled basis.
- Individualize practice programs for difficult cases with peer group "tutors." Communicate with parents re: continuum of objectives and methods.
- Get p.e. instructors to encourage and help non-athletic young people.
- Emphasize p.e. at early elementary levels and leisure/lifetime sports in secondary schools.
- Make available model programs in operation would be valuable.
- Convince local board of education that mainstreaming is not to be the answer and that classroom teachers cannot carry out the p.e. program.
- Establish certification standards for coaches.
- Concentrate efforts on education of our regular physical education teachers as well as our regular classroom teachers. If we can convince authorities that programs for special populations is a must, then we are on the right track. Local and State boards should realize that mainstreaming these children

Target groups, needs, available/needed programs and services.

TARGET GROUPS	NEEDS	AVAILABLE PROGRAMS	NEEDED PROGRAMS/SERVICES
I. THE HANDICAPPED INDIVIDUAL	GENERAL	GENERAL	GENERAL
School Population (public/private) Institutional Population Pre-school Population Halfway House Population Homebound Population	• Adapted P.E. & Sports • Integration into Community Recreation Programs • Year-round Programming • Integration in Regular Programs	• Special Olympics • Tournament of Champions, NO (All handicapped other than MR) • Wheelchair Basketball • MOH Program, Flint, Michigan	• Teacher Certification • Preservice, Inservice and Continuing Education for Teachers of the Handicapped • Research to Substantiate the Need for and Value of Mainstreaming for Appropriate Populations • Implementation of P.L. 94-142
SPECIFIC HANDICAPPING CONDITIONS	SPECIFIC	SPECIFIC	SPECIFIC
Mentally Retarded Neurologically Impaired Perceptually Impaired Emotionally Disturbed Autistic Visually Impaired Hearing Impaired Physically Handicapped Multiply Handicapped Breathing Problems Postural Abnormalities Nutritional Deficiencies	• P.E., Recreation and Sport Programs Adapted to Meet Individual Needs • Trained Professional & Paraprofessional Personnel to Implement Programs • A Daily Physical Education & Recreation Program • Adequate Facilities • Acceptance by Teachers & Students • Mainstreaming Based on Educational Need	• "I CAN"–P.E. for the Mentally Retarded" • "Project ACTIVE"–Diagnostic-Prescriptive Program for all Handicapped • AAHPER-IRUC-Strategies/Materials for Teachers of the Handicapped • "Project Y-NOT,"–W.Va.–YMCA Program for the Handicapped • Teacher Training Programs at Institutions of Higher Learning	• Strategies to Intensify Awareness of Need for Programming • Specific Training Focusing on Diagnostic-prescriptive Teaching • Curriculum Materials and Activities • Early Identification of the Handicapped • "P.R." strategies to urge continuation of and expansion of existing exemplary programs • Increased Funding via Local, State, Federal and philanthropic organizations
II. THE DEVELOPMENTALLY SUB-PAR INDIVIDUAL	GENERAL	GENERAL	GENERAL
School Population (public/private) Pre-school Population Adults –Senior Citizens	• Physical Education, Recreation & Sport Programs • Organized Year-round Programming		• Week-end, Evening & Summer Programs • Surveys to Identify the Specific Needs & Interests of Adults and Senior Citizens

Target groups, needs, available/needed programs and services. (Cont'd.)

TARGET GROUPS	NEEDS	AVAILABLE PROGRAMS	NEEDED PROGRAMS/SERVICES
SPECIFIC HANDICAPPING CONDITIONS	SPECIFIC	SPECIFIC	SPECIFIC
Low Motor Proficiency Low Physical Vitality Perceptual-motor Problems	• Plans for Identifying & Programming • Trained Professional & Paraprofessional Personnel	• AAHPER-IRUC-Resource of Developmental Materials • "I CAN"–Material can be applied to Non-handicapped • ACTIVE Teacher Training & Materials Geared to Non-handicapped	• Standardized Testing in Schools to Assess Pupil Performance • Alternative Scheduling to Meet the Needs of the Sub-par Student • Physical Activity "Models" for Programming Adults and Senior Citizens
III. URBAN, SUBURBAN AND RURAL INDIVIDUAL	GENERAL	GENERAL	GENERAL
School Population (public/private) Minority Students "Drop-outs" Female Students	• Implementation of Title IX • Identification of Reasons Students Quit School • Alternate Approach to Education		• Models for "Turning On" Students • Identification of Problems & Needs of Different Geographic Populations • Administrative Leadership
SPECIFIC HANDICAPPING CONDITIONS	SPECIFIC	SPECIFIC	SPECIFIC
Negative Self-Concept Unequal Educational Opportunities Lack of Motivation	• More Outlets for Recreation and Sports • Focusing P.E. & Sport Needs on the students • Equal Salaries, Facilities, etc. for Sports Programs		• Self-Concept Instruments • Equal Emphasis on P.E. & Sports • Review of Sports Philosophy and Standards • Increased Funding for P.E., Recreation and Sports

without a supplementary program, is not the proper way to teach p.e. to special groups. They must also take into account that the classroom teacher is not prepared to carry out the p.e. program for his or her "special" children.

Sources of Funds

- HEW-DCD Contracts, Washington.
- State Department of Education.
- Private funds such as Easter Seals, American Lung Association, Cerebral Palsy, Multiple-Sclerosis.
- Bureau of Education for Handicapped, all State educational agencies, Department of Public Welfare of States.
- Title VI-B-Bureau of Wp. Ed., and Pupil Personnel Service, State of NJ, Department Education, 225 West State Street, Trenton, NJ 08625.
- Boise Cascade is everywhere and they have hired young people to operate recreation programs/services in their condominiums and similar living complexes — they are concerned with the "quality of life" — major corporation of this type might be a good source.
- Ask for list from: Mercer County Association for Advancement of Mentally Handicapped, 163 Nassau Street, Princeton, NJ 08540. Also Thos. A. Edison College, Attn: Mrs. Elizabeth Adams, US Highway 1, Princeton, NJ 08540.
- Fund raisers.
- Park districts, Kennedy Foundation, Title IV-C, Innovative Programs.
- Local boards of education.
- Department of Human Resources.
- Handicapped Research and Demonstration Program Through BEH.

Task Force 5 has gathered and synthesized input from educators that represent a cross section of the country. The final section of this document includes provocative questions and tentative recommendations which could serve as a starting point, stimulate discussion and provide a basis for final conference recommendations.

Let us band together so that we can mutually ensure that all "special needs" groups will ultimately be provided access to quality physical education, recreation and sports programs.

Stimulating and Provocative Questions for Consideration

1. How does one implement existing laws, regulations and mandates as they apply directly and indirectly to persons with various handicapping conditions?
2. What avenues does one pursue to see that an individual is identified and recognized in each State to coordinate physical education and/or recreational activities for impaired, disabled, and handicapped persons?
3. With the implementation of (2) above, how do we as a unified, concerned group influence administrators in schools, recreation departments, residential facilities, day-care and activity centers relative to the quality and quantity of physical education and recreational opportunities that need to be provided persons with handicapping conditions?
4. There is a need for more extensive and comprehensive involvement of HPE majors in programs for the handicapped. Guidelines for the scope and type of involvement should be designed by whom? Should it be required or elective type program: With what types of target groups? How should the answers to these questions shape teacher-education programs?
5. Should paraprofessionals be trained to work with handicapped? What should be the degree of their responsibility? How can they best help the professional? The handicapped?
6. How can the HPE profession better implement the gap between experimental research findings and classroom practices?
7. How do we motivate physical educators to accept their responsibilities for teaching the handicapped as well as the nonhandicapped population?

Recommendations

Task Force 5 has endeavored to comply with the Conference Planning Committee's request that the recommendations be presented with emphasis on implementation. The recommendations are submitted in accordance with the following structure:

Need:

Identification of the specific problem, concern, or need which generated the recommendation.

Recommendation:

The goal statement, stated explicitly.

Who is to Implement:

The agency or group that is recommended to implement the goal statement.

Procedure for Implementation:

Suggested guidelines for achieving the goal statement.

Timeline:

Anticipated date for culmination of the task.

Recommendation #1

Need:

To identify and synthesize existing recommendations, concerns and problems relative to handicapped children and youth.

Recommendation:

It is recommended a project be funded to:

- Review existing reports, such as —
  - — Bureau of Education for the Handicapped R&D project funded in 1970
  - — Project to develop guidelines for Adapted P.E. and Therapeutic Recreation, 1971
  - — Instructional Resources Report to BEH, 1975
  - — President's Commission Report, 1975

Who is to Implement:

Office of Education

Procedure: ?

Timeline:

As soon as possible.

Recommendation #2

Need:

To promote the dissemination and implementation of the Unesco Conference recommendations.

Recommendation:

It is recommended that OE, in conjunction with State/local associations and other agencies, co-sponsor seminars, workshops and publications to disseminate the findings and recommendations of the Unesco Conference and the Final Report of the United State's National Conference.

Who is to Implement:

Office of Education and other agencies and groups such as:

- — American Alliance for Health, Physical Education and Recreation, (Physical Education Public Information) State AHPER's
- — Association of School Administrators
- — Chief State School Officers
- — State and National Associations for Retarded Citizens, Learning Disabilities, etc.
- — State and National Associations of Elementary School Principals, Secondary School Principals, etc.
- — Others?

Procedure:

OE to appoint committee to investigate and plan for the conduct of co-sponsored activities.

Timeline:

1978-79

Recommendation #3

Need:

To create an awareness of existing sources of curriculum materials and delivery systems through which said materials can be secured.

Recommendation:

It is recommended:

- Sources of curriculum materials be identified (e.g., IRUC).
- State and national delivery systems be identified (e.g., ERIC, NDN, RDX).
- The sources of curriculum materials and dissemination networks be distributed to city, county and State directors, etc.

Recommendation:

It is recommended a delivery system analogous to the Agricultural Extension Service be adopted.

Recommendation:

It is recommended that existent delivery systems be utilized to disseminate information (e.g., the President's Council on Physical Fitness and Sports prepare and issue television and radio "spots" which include information relative to the values of physical activity for the handicapped).

Who is to Implement:

Implementation Committee which is funded by OE.

Procedure:

To be determined by the Implementation Committee. (Suggestion: Committee members attend the National Dissemination Forum #2 which will be held in Washington, D.C. In June 1978. The purpose: The Committee can meet and procure existing networks of national delivery systems from all leaders who will be in attendance.)

Timeline:

As soon as possible.

Recommendation #4

Need:

The President's Council on Physical Fitness and Sports is the only Federal agency charged with the responsibility of promoting, interpreting and enhancing physical education, recreation and sport. To ensure credibility, the Council should provide increased evidence of its support for physical activity programs for the handicapped.

Recommendation:

It is recommended that the President's Council on Physical Fitness and Sport increase support of programs for the handicapped by:

- Recommending a handicapped person be appointed to the Council.
- Increasing the number of handicapped persons on the Council's Advisory Committee.
- Appointing a professional in the area of adapted physical education on the Advisory Committee.
- Including the handicapped population in the determination of demonstration sites and State champion project awards.
- Including modified criteria (without reducing quality) so that handicapped persons can qualify for Presidential Fitness Awards.
- Encouraging handicapped persons to participate in adult recreation programs, including suggested adaptations (e.g., wheelchair run for jogging)

Who is to Implement:

PCPFS

Procedure:

PCPFS to determine.

Timeline:

As soon as possible.

Recommendation #5

Need:

Physical education teachers need training, knowledge and experience working with handicapped populations.

Recommendation:

It is recommended that a close working relationship between institutions and local educational agencies be established; the intent: to provide mutually beneficial interactive practicum experiences.

Recommendation:

It is recommended "centers" be established on the basis of geographical and cultural groupings for physical education, sport, adapted p.e., resource specialists, coaches, administrators, supervisors and other educators concerned with p.e. and sport.

Recommendation:

It is recommended that every State require a minimum of one course in adapted p.e. for the HPE major certification student, the course to include practicum experiences with the handicapped population.

Who is to Implement:

OE through the Chief State School Officers

Procedure:

To be determined by the implementors.

Timeline:

1978-79

Recommendation #6

Need:

Programs to meet the individual needs of the handicapped population.

Recommendation:

It is recommended that the recommendation proposal at the Unesco Conference be adopted, subject to the following modifications:

Recommends that provision be made for appropriate physical education, recreation and sport programs for the handicapped, recognizing that every handicapped individual does not necessarily require special programs. Further, that handicapped individuals be provided *concentrated* individualized motor programs, followed by sport skills so that they can be integrated in regular p.e. classes and sports programs as appropriate.

Who is to Implement:

Office of Education.

Procedure:

Suggested procedures:

— Recommended to Chief State School Officers.

— Interpret legislative mandates (P.L. 94-142 and Section 504 of Rehab. Act) through awareness workshops.

— Other.

Timeline:

As soon as possible.

Task Force #6
Special Needs and Program Opportunities of Low-Income, Inner-City Youth

DIANE LEWANDOWSKI
Chair

What Is An Inner City?

The major concern of educators and legislators throughout the country for at least the past 20 years has been how to improve education in the inner-city and/or low-income communities.

A key question is, "What is meant by the term inner city?" This has become a nebulous term because of the variety of specific definitions that have evolved. Originally, the Federal Government used the terms "disadvantaged" and "poverty level" with dollar minimums when citing the guidelines for grants. Consequently, more grants were given to the large cities heavily populated with blacks, Hispanics, and poor whites. Rural communities complained that they, too, had low-income families and therefore had need for Federal assistance. In time, the Federal guidelines were altered. The new terms used for grants are "culturally different" and "poverty level" — with no minimum dollar standards. However, the poverty level of each community — urban and rural — is now determined by the individual community. The onus of its definition is taken away from the Federal Government. Now every type of community can compete for Federal grants and assistance for educational programs.

Some persons say that the socio-economic difference from the norm which might be reflected in housing, condition of the streets, types of stores and the products in them, appearance and speech patterns of people living in the community and the resource agencies which service the people are what makes an inner city. Some persons say that absence of much of the above might also reflect an inner city. Such an example would be the burned out communities after riots in Watts and Chicago. Some persons say that the number and types of living experiences determines the difference. Whatever the definition of the time, one thing is certain — the needs are evident and inner-city communities are growing in numbers.

One resource agency which provides service for the community is the schools. The battles to combat socio-economic differences have been long-suffering. Millions of dollars have been poured into special school programs which did improve the education of some inner-city children.

One facet of the educational program in the inner city which has been neglected and often ignored by the Federal Government and school administrations has been the physical education program at the elementary and secondary school level. The image of physical education in many inner-city communities is:

- Interscholastic sports in football, basketball, and baseball;
- Physical fitness;
- A free period for the classroom teacher so that the union contracts are satisfied;
- A time to play; and/or
- A recreational period for students "to blow off steam" so that they will return to the classroom ready to read and write.

Since the 1950's, some dramatic changes have occurred in physical education which can affect elementary and secondary school programs everywhere in a positive way. These changes include:

- A concern for the development of a positive self-concept;
- A movement education, problem-solving approach to teaching whereby the child can learn about time, force, space, and flow of movement in terms of his body and his environment;
- A resurgence of the life-time recreational activities such as tennis, golf, bowling, badminton, etc.;
- An individualized approach to teaching so that each student can develop skill abilities commensurate with his potential and state of readiness;

- A selective and elective program that provides opportunities for students to receive instruction in areas of their interest;
- An increased concern for cardiovascular fitness and the development of a program that provides for this need; and
- Increased use of and cooperation with community resources.

Many programs of physical education in the schools reflect this new image. However, many inner-city school programs do not reflect the new look in physical education. Why not? Teachers and administrators say that inner-city schools suffer from a lack of space, a lack of supplies and equipment and a lack of funds to purchase the items needed to develop the new type program. Some persons also say that poor teacher preparation for the inner-city school teaching situations negates the opportunity for developing new programs. Are any of these issues the pertinent reasons for poor physical education programs?

Comments like, "Inner-city children really know how to manipulate a basketball," "Inner-city children can outrun anyone," and "Inner-city children are more physical, therefore, they are stronger than other children," are commonly repeated and accepted as basic truths. Research proves otherwise, Jan Broekhoff did a longitudinal study comparing physical fitness and motor performance of suburban and inner-city elementary school children. He found that inner-city children lagged behind their suburban counterparts in dynamic strength and motor ability. His conclusions were that environmental factors affected the differences. Suburban children were better fed, participated in activities taught by an expert teacher and had access to large play areas, whereas the inner-city children showed bad eating habits and participated in activities taught by a non-physical educator in a confined small gymnasim and/or play space.

Inner-city kids play basketball because that often is all they have — a blacktop play space, two hoops and a ball. They learn from one another. They run because track can be taught in a small play area. It is obvious that other types of physical education experiential development such as lifetime sports and recreational activities have been lacking in inner-city schools.

The key to excellence in learning is the teacher! Educational research proves that the teacher does make a difference. Often, the major ingredient lacking in an inner-city school is the teacher who should make the difference. Many inner-city school physical education teachers have become comfortable and find it easier to accept the conditions and the regimen of their teaching situation. It is easier to quit than to fight! They are often unwilling to change themselves — to try the new — the different — the unusual. Change is a wrenching experience. It takes time, energy, drive, know how, caring and more energy. It means altering personal attitudes and the attitudes of administrators, other staff members, students and parents. The hat of change is difficult to wear. Inner-city physical educators need assistance in learning the how and the why. Inservice education sessions for teachers and the continual supportive assistance of a supervisor or consultant can provide the teacher with the tools necessary to achieve excellence in teaching skills.

By no means does this committee mean to imply that all inner-city physical educators lack the necessary skills to provide a program of activities which meet the needs of children today. Many inner-city school physical educators are fighting the good fight and they are winning. New programs are emerging, adequate space, supplies and equipment are being provided and administrative support is obvious in terms of budget. However, there must be an emphasis on more quality programs in physical education in inner-city communities which will help each child develop and grow to his potential.

Parents, teachers, educational administrators and Federal, State, and local government officials owe each inner-city child the opportunity to develop a sound body to house a sound mind!

Inner City Physical Education Questionnaire

The task force committee sent a questionnaire to 27 representative inner-city directors and supervisors of health and physical education. The eleven questionnaires completed and returned are representative of all areas in our country.

Findings were as follows:

- Seven of the eleven directors and/or supervisors are responsible for the elementary and secondary programs of health and physical education and athletics. Only three persons are primarily concerned with the instructional program.
- The number of schools in a city vary from the maximum of 627 elementary and 68 secondary schools to a minimum of 74 elementary and 33 secondary schools.

- Total school population in a city ranges in size from 688,000 students to 66,000 students. The student population of most of the cities consists of predominantly black, Hispanic and white. In some cities, the black and white student population is about equal. However, in most cities, the white student population is less than the total number of black and Hispanic students.

- Of the 2,137 elementary schools, 1,866 were reported as inner-city schools and of 558 secondary schools, 515 were reported as inner-city schools.

- All of the reports indicated that the guidelines of ESEA, Title I and/or economic standards were the features which labeled a school as an inner-city school.

- Nine out of eleven school systems reported that physical education specialists teach both at the elementary and at the secondary school levels. Two school districts do not have physical education specialists teaching physical education at the elementary school level.

- A total of 1,869 specialists teach elementary physical education and 3,913 teach secondary physical education. Approximately 85 percent of this teaching force is working in an inner-city school situation.

- Classes for K-3 physical education vary from one to five times per week for 20 to 30 minutes. Grades 4-8 classes vary from two to five times per week for 30 to 45 minutes. Grades 9-12 have daily classes for 40 to 55 minutes.

- Only one city requires special training in physical education as part of the preparation for teaching in the inner city. Five supervisors suggested that colleges provide special training for inner-city teaching in areas such as urban education, student teaching, guidance and counseling and human relations.

- Objectives of physical education include the psychomotor, affective and cognitive domains. The objectives are evaluated by the use of fitness tests, skill tests and written tests. The tests are decided upon at the discretion of the individual teacher.

- One school district indicated that the objectives for the inner-city school physical education programs are different from the objectives of physical education programs in other schools. All other cities report that all the children are expected to achieve the same objectives whether they attend inner-city schools or other types of schools.

- The budgetary allotment for supplies and equipment in all the schools is the same. No special monies are provided for inner-city schools. The allotment per pupil varies from $.40 to $1.40.

- The five major problems in the physical education program in inner-city schools cited in the returns are:
    - lack of space and facilities;
    - lack of adequate supplies and equipment;
    - vandalism and theft;
    - lack of respect and concern for the students and the parents; and
    - team sports orientation and desire for competition.

- Some cited, in lieu of other activities, frequent teacher turnover as a major problem.

- Some measures taken to seek solutions to the problems included:
    - building new facilities when money was appropriated;
    - staff development programs to help the teacher;
    - use of craftsmen to repair the destruction caused by vandalism;
    - fund raising efforts to purchase equipment;
    - curriculum development;
    - closer screening of teachers; and
    - elimination of some team sports activities.

- Roadblocks to achieving solutions to the inner-city problems are lack of money, poor teacher attitudes and school policies and politics.

- The report of the attitude of the administrative staff in inner cities toward physical education and physical educators is positive. However, with the budget slashes and the great cry for the improvement of reading, the administrator often has to reduce the physical education program and/or the extracurricular activities.

- The immediate community provides volunteer services during the school day and often during after-school programs. PTA groups have made efforts to raise monies to subsidize the purchase of supplies and equipment. Three cities reported a complete lack of interest and cooperation on the part of the community.

- Seven of the nine cities report that the positive self-concept idea is the basis for a sound physical education program. Of eleven cities, four reported that lifetime sports activities are part of the curriculum, but predominantly at the secondary school level.

- Comments made for the recommendations toward the improvement of physical education programs in the inner-city schools were:
  - improve facilities so there is more play space, both indoors and outdoors;
  - increase the budgetary allotment for the purchase of supplies and equipment;
  - reduce class size;
  - provide more staff-development time;
  - provide more money for substitutes;
  - develop a curriculum relevant to the needs of the students;
  - bus children to better play areas;
  - provide children with daily periods of physical education at all levels;
  - develop a strong intramural program; and
  - insist on a greater work commitment from the teachers.

Conclusion

The reports from eleven metropolitan areas indicate that large cities have become bastions of inner-city, socio-economic culture. Physical education programs in these cities are the same for all children in every school. Few changes have been made to provide for the differences in attitude and culture of the minority students in physical education.

The cry for more money, more space and newer facilities is common to all. However, is this what will solve the problems of educating students in physical education in the inner-city schools? Little attention, if any, was given to the need to improve or change the program of activities. The major actors in education are the teachers and the students. What can be said about the process of interaction between the teacher and the student so as to enhance the teaching of physical education — especially in the inner-city schools?

Perhaps we need to examine our values closely so that we clearly understand our goals. Our product should be children who have a positive self-image, who are physically fit, who have knowledge about their bodies and what they can do and who have learned to enjoy the pleasure of physical activity which can be enjoyed for a lifetime. These are and have been overwhelming goals for many of the inner-city physical educators to accomplish. Yet, these goals are attainable and will have to be attained if physical education is to maintain its position in the total educational program.

Task Force #6 Summary

The following provacative questions and issues for discussion resulted from the questionnaire sent to the city and county directors of large metropolitan areas.

The issues were discussed by working members who attended the Conference on Physical Education and Sport in Washington, D.C. The recommendations for change are positive and action oriented. Change is the responsibility of the physical education teacher, the administration, the school systems, the State, and the Federal Government. Each must contribute toward the development of quality physical education programs at the elementary and secondary school levels.

Question #1

What specific recommendations should be made to the colleges and universities training physical educators for inner-city positions?

Recommendations made by the task force group meetings are:

- Teacher training institutions should establish teacher training centers in the inner city.
- Courses in methods and administration and supervision should be taught by personnel who have had inner-city school experience.
- Colleges and universities should establish standards of competency in areas such as fitness, life-time sports, movement education and perceptual-motor development.
- Colleges and universities should work with teachers in the inner-city schools to do research on values, needs and skills.
- Resources from the colleges and universities—facilities and staff—should be made available to inner-city schools.
- Adapt courses in physical education to train teachers how to develop a program and teach activities in areas other than a gymnasium.
- Establish curriculum committees which include representatives from the universities,

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the inner-city school physical education teachers and students.

Question #2

What positive steps can a director, a supervisor and a teacher of physical education take to resolve the financial crisis so that an adequate amount of supplies and equipment are available for use in the inner-city schools?

Recommendations made by the group meetings of the task force are:

- The representative in the Office of Education could have the responsibility of insuring adequate funding for physical education supplies in the inner-city schools. The representative could provide inservice training and resources specifically designed to help the inner-city physical education.
- Physical education consultants and/or supervisors should be hired to assist teachers in finding sources for equipment and supplies. They should negotiate with the board of education to insure that adequate funding is available for crisis areas in the inner city.
- The Federal and State regulations should clearly establish financial guidelines for funding of all physical education programs and, in particular, needs in the inner-city schools.
- State legislation should be introduced which provides funding for physical education programs in the inner-city schools. Users of funds must be accountable.
- The director, supervisor, and physical education teachers should negotiate with their board of education for adequate funding. They should seek funding from "Corporate Angels," foundations and community organizations.
- Fund raising efforts for physical education supplies and equipment should be done at the local level with the approval of an administrative officer.

Question #3

How can administrators', teachers', parents' and students' attitudes about physical education be changed so that they become more supportive of a quality physical education program?

The following recommendations were made:

- Provide a good definition of a quality elementary and secondary school physical education program. Specifically state the difference between physical education and athletics.
- Develop a flyer defining the program, stating objectives and outcomes and answering questions typically asked. Write the flyer in laymen's language. Disseminate the flyer to parents, community groups and other publics.
- Develop perceptual motor programs and adaptive programs for students in need.
- Teachers should participate in workshops and inservice meetings which will increase their knowledge and skills in content and methods.
- Teachers with a degree in physical education should teach physical education. Specialists should be used in all schools.
- Teachers should use demonstrations, TV, radio and the news media to publicize their program.
- Exemplary programs should be used as demonstration centers.

Question #4

What type of staff development programs should be scheduled for physical education teachers in the inner-city schools?

- We recommend staff development programs to update our teachers' knowledge with time allotment to develop more extensive courses of instruction.
- We recommend staff development programs with released time during the school day and possible graduate inservice credit for workshops and clinics outside of the school day.
- We recommend perceptual-motor development workshops which emphasize physical education's benefits for students with learning disabilities.
- We recommend staff development programs that will investigate maximum use of school and community facilities.
- We recommend that schools develop policies for staff development programs in conjunction with colleges and universities and that credit be given for participation in those programs.
- We recommend that school systems build staff development programs within their own structure.

- We recommend that funding be made available for staff development programs.

Question #5

What activities should be included in the K-3 program of an inner-city school? A grade 4-8 program? A high school program?

- The inner-city elementary and secondary school physical education programs should be the same quality as in all other schools. The objectives and outcomes should be the same.

Question #6

How can community resource agencies be used to enhance the physical education program in the inner-city schools? Be specific.

We recommend:

- Regional industry-professional conferences to explore joint problem areas and strive for joint solutions.
- National meeting of private sector representatives of sporting industry with professional physical educators from inner-cities with a view to sharing facilities for use in developing skills.
- Telephone companies, power plants, sanitation departments, and other industrial agencies be tapped for junk items which can be used to develop playgrounds and circuit training areas. The Jaycees will often provide free labor to construct such projects.
- U. S. foundations give away some $10 billion per year, which must be given to education, health and youth-related projects. Directors should study the *Foundation Directory* and apply for grants.
- National health agencies can assist in development of programs for staff.
- National health agencies can "lean on" State and local government officials and help in securing personnel and resources.

Question #7

What role should physical education play in the total education plan of schools in the inner city?

The following recomendations were made:

- The physical education teacher often serves as a leader, guidance counselor and sets the tone of the school because of his disciplinary expertise and his ability to relate to most youngsters.
- A minimum of one period per day should be scheduled for physical education for each student, to be taught by a physical education specialist.
- The expertise of the physical education teacher should be utilized in programs which use the inter-disciplinary approach.
- Re-emphasize the concept that physical education is the only discipline that uses the mind, the body and the spirit.

Question #8

What political measures should be taken by a director, a supervisor or a teacher of physical education when budgetary slashes are being imposed?

The following recommendations were made:

National Level:

- Develop a national lobby group to promote physical education and sport for all. This group could help to obtain legislative and financial assistance for physical education programs.

State Level:

- State organizations should provide the lobbyist in State politics.
- State organizations should strive to establish a Council on Physical Fitness and Sport in State government.

Local Level:

- Physical educators should be actively involved in unions and the collective bargaining process to insure promotion of the interests of physical educators and their programs.
- Physical educators should gain support from members of boards of education.
- Physical educators should gain support from community leaders and industrial leaders.
- Physical educators should continue to use the public relations process as a means of informing the public about quality physical education programs.

- Physical educators should tap resources for funding such as the Federal Government and foundations.

Question #9

What are the basic minimum standards that should be established for a physical education program in the inner-city schools? Curriculums? Skills? Fitness? Achievement? Habits?

It is recommended that we establish the concept that every child has the right to have his/her physical education achievement evaluated on an annual basis. This evaluation must include physical fitness, sports and athletic skills and overall content in the physical education curriculums on a grade level basis. This implies that we have a graded scope and sequence and that student programs will be adapted according to individual needs and serve as a tool for measuring teacher accountability.

Question #10

How can we improve the quality of elementary and secondary physical education in the inner-city schools?

The following recommendations were made:

- Funds should be provided for improving and building facilities, for the purchase of equipment and supplies and for adequate staffing.
- Qualified and inner-city trained physical educators should be hired to teach physical education to all students.
- A quality program which reflects the students' needs and interests should be planned and implemented.
- Quality programs should be registered at the State and national level and then be established as model centers.

Task Force #6 Resolution

- The Office of Education should establish a unit that assumes responsibility for programs in physical education and sport. A representative for physical education should be hired within the structure of HEW and OE. Within this unit, provision should be made for liaison work with the city school systems.
- Subcommittees should be established in Federal and State legislatures and in local governments for physical education and sports. These subcommittees would be charged with the establishment of programs, providing funds and monitoring expenditures. Accountability is essential.
- As an outgrowth of the Unesco Conference, AAHPER and HEW should convene a national conference addressing needs and problems in physical education in the inner city. A conference goal should be to design some action steps for change.

Description of Films Shown Prior to First General Session

All the Self There Is

The film clearly shows that physical education should be an individualized learning experience aimed at developing a person's own confidence. It shows the development of individual movement patterns and coordination in an environment where every child feels successful and confident. (16 mm. 13½ min., color, sound) Produced by the American Alliance for Health, Physical Education and Recreation, Washington, D.C. 20036.

John Baker's Last Race

Though dying of cancer, John Baker lived his last months working with a girls' track team from elementary through high school age. It was during this time that he transformed bitter tragedy into an enduring legacy. His only demand was that everyone do his or her best and though the person may never win, he or she wouldn't quit. This legacy still lives. (16 mm. 34 min., color, sound) Produced by Brigham Young University, Provo, Utah 84602.

An Equal Chance Through Title IX

While emphasizing physical education and sport programs, the film is relevant for any education program that comes under the jurisdiction of Title IX, of the Education Amendments of 1972. Information in the film could help schools and communities understand and implement this equal opportunity law. (16 mm. 22 min., color, sound). Produced by the American Alliance for Health, Physical Education and Recreation, Washington, D.C. 20036

Spot Announcements

Four Spot Announcements from the President's Council on Physical Fitness and Sports and the PEPI Project were shown. These emphasized in an appealing way the importance of physical fitness and the values of physical education programs, especially for girls.

Planning and Steering Committee

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Mr. Frank P. Bolden
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Mr. C. Carson Conrad
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Dr. Raymond A. Ciszek
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Mr. Robert O. Jones
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